

# BEST PRACTICES IN DUAL LANGUAGE IMMERSION PROGRAMS

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This report provides an overview of best practices in dual language immersion programs and profiles three notable programs in California and Oregon.

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## EXECUTIVE SUMMARY AND KEY FINDINGS

### INTRODUCTION

This report provides an overview of best practices in dual language immersion. Dual language programs provide instruction in two languages to both native English speakers and English language learners (ELLs). Programs typically fall under two models: 90/10 and 50/50 immersion. In the 90/10 model, students receive 90 percent of instruction in the “partner” language and 10 percent in English. Instruction in English gradually increases until instruction occurs 50 percent in both languages. In 50/50 models, students receive equal amounts of instruction in both languages throughout the program.<sup>1</sup>

The report is divided into three sections:

- **Section I: Guiding Principles for Dual Language Education** discusses best practices for implementing dual language programs, based on the Center for Applied Linguistics’ *Guiding Principles for Dual Language Education*.
- **Section II: Issues in Dual Language Immersion Programs** discusses four topics of particular interest to the requesting partner district: cross-cultural competence, special education, achievement gaps, and supporting middle and high school students.
- **Section III: Profiles** provides profiles of three long-standing dual language immersion programs in California and Oregon: Culver City Unified School District, Portland Public Schools, and San Diego Unified School District.

### KEY FINDINGS

- **A high quality academic curriculum and instruction is vital for the success of dual language programs.** The curriculum should align with existing standards and maintain high standards for all students; be academically challenging; and focus on achieving the skills of biliteracy, bilingualism, and multiculturalism. Programs should use interactive and collaborative teaching strategies and provide literacy instruction in both languages. In the classroom, teachers should modify language and use sheltered instruction and scaffolding strategies to provide “comprehensible input” to language learners, while also providing challenging academic content for both native speakers and language learners. Teachers should also encourage students to practice speaking by developing clear policies and expectations for language use in the classroom, creating a supportive environment, providing ample opportunities for speaking, and using a range of group and pair activities. Professional development to improve instructional strategies should be regular and ongoing.

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<sup>1</sup> Grayson, K. “Two-Way Dual Language Immersion Programs.” Intercultural Development Research Association, April 2012. [http://www.idra.org/IDRA\\_Newsletter/April\\_2012\\_Curriculum\\_Quality/Two-Way\\_Dual\\_Language\\_Immersion\\_Programs/](http://www.idra.org/IDRA_Newsletter/April_2012_Curriculum_Quality/Two-Way_Dual_Language_Immersion_Programs/)

- **Dual language programs should include special education students, except in the case of serious speech delays.** Learning disabilities should not exclude students from dual language programs. Many of the instructional strategies used for students with disabilities—scaffolding, peer-assisted learning, and sheltered instruction—are similar to those used with language learners, making the dual language environment a potentially ideal placement for these students.
- **To support dual language immersion students in middle school and high school, programs should offer advanced language courses and academic content courses in the target language.** States that prescribe K-12 articulation pathways for dual language immersion programs typically require students to take advanced language study and academic content courses in middle school, and require Advanced Placement and university-level coursework in high school.
- **Dual language programs should monitor program implementation to ensure that teachers use the partner language at the frequency prescribed by the program model.** A common issue in dual language programs is that teachers use English as the language of instruction for a larger proportion of time than was intended by the program design. Teachers should not mix languages or provide translations during instruction; instructional time intended for either language should occur entirely in that language. Classroom observations, teacher logs, or student and teacher surveys can help assess the fidelity of program implementation.
- **There is no ideal set of assessments that dual language programs should use to measure students' progress.** Rather, programs should use a combination of standardized assessments, such as state tests in reading and math and vendor-provided language proficiency tests, along with teacher-developed assessments, such as observations, oral interviews, evaluations of student work, unit tests, writing samples, and portfolios. Assessments should occur in both English and in the partner language. Ideally, programs should assess students in the language of instruction. However, many dual language programs allow students to take standardized math and science tests in their native language.
- **Evaluators of dual language programs should be aware that achievement gaps may persist for several years.** Gaps in test scores between English language learners and native English speakers, or between dual language immersion English learners and non-immersion English learners, may persist for three to seven years. By middle school, however, English language learners' achievement scores are similar to those of other students. Administrators should be prepared for this scenario when examining outcomes data, and should communicate to parents and other stakeholders that several years of data may be necessary to show the full benefits of the dual language program.
- **To foster cross-cultural awareness, dual language programs should strive to equalize the status of both languages and use culturally responsive teaching strategies.** Programs often inadvertently favor English over the partner language. Schools can address this issue by ensuring that adequate learning materials are available in both languages and using both languages in signs, announcements,

assemblies, and PTA meetings. To foster cross-cultural awareness in the classroom, teachers can incorporate multicultural materials and students' experiences into the curriculum, and use strategies such as collaborative teaching, responsive feedback, modeling, instructional scaffolding, problem-solving approaches, and child-centered instruction. Teachers and other staff may need periodic professional development to build their multicultural competencies.

- **Administrator, teacher and staff, and community support helps to create the context in which dual language programs can succeed.** All stakeholders must understand the goals of the dual language program and be aware that dual language immersion programs do not negatively affect achievement in English learning or in academic content areas. Administrators should ensure adequate funding is available for the dual language program and should hire staff that are committed to the goals of bilingualism and biliteracy. Administrators should also educate parents about the benefits of dual language and involve parents in decision-making. Communications to parents should be available in multiple languages, and parents should be able to communicate with school staff in their native language.

## SECTION I: GUIDING PRINCIPLES FOR DUAL LANGUAGE EDUCATION

The Center for Applied Linguistics (CAL) developed the *Guiding Principles for Dual Language Education* to assist schools in planning and implementing dual language programs.<sup>2</sup> This section discusses each guiding principle and provides examples of strategies that schools, districts, and states have used to apply these principles in their dual language programs. The full set of guiding principles is provided in the Appendix.

### ASSESSMENT AND ACCOUNTABILITY

The first set of CAL guiding principles emphasizes the importance of *assessing student progress* toward learning objectives and state standards and *evaluating the success* of dual language programs. Dual language immersion programs should collect a variety of data on a regular basis to assess progress toward program goals.<sup>3</sup>

### ASSESSMENT CONSIDERATIONS

To measure students' progress, schools and districts should **assess dual language immersion students both in English and in the partner language** used in the program.<sup>4</sup> These assessments should "assess students' progress toward meeting bilingual and biliteracy goals along with the curricular and content-related goals."<sup>5</sup> Schools should, however, be wary of unnecessarily duplicating assessments; the goal is not for students to take the same assessment in two languages.<sup>6</sup> Ideally, students would be assessed in the language of instruction; however, this can be complicated in dual language programs when one subject may be taught in two languages. Most states have addressed this issue by allowing students to take standardized tests in math and science in their native language.<sup>7</sup>

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<sup>2</sup> "Guiding Principles for Dual Language Education." Center for Applied Linguistics.  
<http://www.cal.org/twi/guidingprinciples.htm>

<sup>3</sup> [1] Howard, E.R., J. Sugarman, D. Christian, et al. "Guiding Principles for Dual Language Education - Second Edition." *Center for Applied Linguistics*, 2007. pp. 52–61. [http://www.cal.org/twi/Guiding\\_Principles.pdf](http://www.cal.org/twi/Guiding_Principles.pdf) [2] Espinosa, L.M. "PreK-3rd: Challenging Common Myths About Dual Language Learners - An Update to the Seminal 2008 Report." Foundation for Child Development, August 2013. p. 20. <http://fcd-us.org/sites/default/files/Challenging%20Common%20Myths%20Update.pdf>

<sup>4</sup> [1] Howard, Sugarman, Christian, et al., Op. cit., p. 8. [2] Espinosa, Op. cit., p. 20. [3] Fenner, D.S. "Implementing CCSS in Dual Language Programs: Challenges and Resources (Part II)." Colorín Colorado. <http://www.colorincolorado.org/blog/implementing-ccss-dual-language-programs-challenges-and-resources-part-ii> [4] "Investigating Alternative Assessment in Two-Way Bilingual Immersion Programs - Final Report." Arlington Public Schools and Center for Applied Linguistics, April 30, 1997. pp. 3–7. <http://www.cal.org/twi/rubrics/report.pdf>

<sup>5</sup> Howard, Sugarman, Christian, et al., Op. cit., p. 8.

<sup>6</sup> Garcia, A. "Creating a Strong Dual Immersion Program." *New America*, July 27, 2015.  
<https://www.newamerica.org/education-policy/edcentral/beeman-part-two/>

<sup>7</sup> Boyle, A. et al. "Dual Language Education Programs: Current State Policies and Practices." U.S. Department of Education, Office of English Language Acquisition, December 2015. pp. 66–67.  
<http://www.air.org/sites/default/files/downloads/report/Dual-Language-Education-Programs-Current-State-Policies-April-2015.pdf>

Distinguishing between language proficiency and content knowledge is often difficult in dual language immersion programs. Therefore, teachers should develop both content and language objectives for each lesson. Assessments can then measure progress toward both content learning and language learning. If there is concern about assessments in students' non-native language compromising the school's ability to assess students' mastery of a content area, the student may take the assessment in their native language.<sup>8</sup>

## SELECTING ASSESSMENTS

There is **no ideal set of assessments** that should be used in dual language immersion programs.<sup>9</sup> Further, availability of assessments in multiple languages is often a challenge.<sup>10</sup> Districts have used a variety of strategies to address the availability of assessments in different languages. The San Jose Unified School District, for example, has replaced the APRENDA test with the Children's Progress Academic Assessment (grades K-2) and Curriculum Associates Spanish Assessment (grades 3-5) in order to be able to use the same assessment with both English and Spanish speakers in its dual language program.<sup>11</sup> Meanwhile, the Orange County Department of Education has planned to seek grants or other funding sources to support in-house development of Spanish language performance assessments.<sup>12</sup> A full list of currently available Spanish language assessments for dual language programs is available on CAL's website.<sup>13</sup>

Just five states—Delaware, Kentucky, New Mexico, Oregon, and Utah—have developed requirements regarding regular assessment of partner language proficiency within dual language programs. For example, Oregon requires state-funded programs to administer the Stanford University Foreign Language Oral Skills Evaluation Matrix (FLOSEM) for oral language development in both languages, and Spanish programs must administer Riverside Publishing's Logramos (Third Edition) assessment to students in Grades 3–5. In New Mexico, Spanish dual language programs must use either the Woodcock-Muñoz Language Survey, the Language Assessment Scales (LAS), or the Individualized Proficiency Test (IPT).<sup>14</sup> Utah uses assessments provided by the American Council on the Teaching of Foreign Languages (ACTFL) to assess partner language proficiency.<sup>15</sup>

<sup>8</sup> Howard, E.R., J. Sugarman, M. Perdomo, et al. "The Two-Way Immersion Toolkit." Center for Applied Linguistics, 2005. p. 39. [https://www.brown.edu/academics/education-alliance/sites/brown.edu/academics/education-alliance/files/publications/toolkit\\_all.pdf](https://www.brown.edu/academics/education-alliance/sites/brown.edu/academics/education-alliance/files/publications/toolkit_all.pdf)

<sup>9</sup> [1] Ibid., p. 42. [2] Livaccari, C. "Immersion Teaching: Successful Approaches." Education Week, October 17, 2013. [http://blogs.edweek.org/edweek/global\\_learning/2013/10/immersion\\_teaching\\_successful\\_approaches.html](http://blogs.edweek.org/edweek/global_learning/2013/10/immersion_teaching_successful_approaches.html)

<sup>10</sup> [1] Fenner, Op. cit. [2] "Dual Immersion." Orange County Department of Education. <http://www.ocde.us/SSI/Pages/Dual%20Immersion.aspx>

<sup>11</sup> "Two-Way Bilingual Immersion Program (TWBI)." San Jose Unified School District, 2016. <http://www.sjUSD.org/parents/twbi-program/>

<sup>12</sup> "Dual Immersion," Op. cit.

<sup>13</sup> "Spanish-Language Assessments for Dual Language Programs - 2014 Update." Center for Applied Linguistics, 2014. <http://www.cal.org/twi/pdfs/spanish-language-assessments-for-dual-language-programs-2014-update.pdf>

<sup>14</sup> Boyle et al., Op. cit., p. 62.

<sup>15</sup> Ibid., pp. 62–63.



Other states provide guidance regarding partner language proficiency assessments, but do not prescribe particular assessments. For example, North Carolina has developed assessments based on ACTFL standards, but districts may use other vendor-provided assessments or use their own assessments. Illinois recommends, but does not require, that districts use the World-Class Instructional Design and Assessment (WIDA) Prueba Óptima del Desarrollo del Español Realizado (PODER) Spanish language development assessment for students in grades K-2.<sup>16</sup>

## COMBINING ASSESSMENTS

Although there is no agreed-upon set of assessments recommended for dual language immersion programs, CAL provides some guidance for selecting assessments. In addition to using assessments in multiple languages, schools and districts should use **multiple measures** of proficiency to assess progress, ideally using a **combination of standardized tests** (such as state-provided tests) and **teacher-developed assessments** (such as rubrics, observations, or evaluations of student work).

For example, some teachers at schools with dual language immersion programs have developed oral proficiency rubrics that assess progress made throughout the year, which complement standardized measures of language proficiency. Teachers also conduct informal assessments of students through observations, anecdotal records, and questioning techniques.<sup>17</sup> These teacher-developed assessments are methods of “authentic assessment,” which refers to assessing the performance of real-world tasks to demonstrate “meaningful application of essential knowledge and skills.”<sup>18</sup> Additional methods of authentic assessment include oral interviews, writing samples, projects, experiments, and portfolios.

The Rio School District in Oxnard, California, is an example of a school district that has used a combination of standardized assessments and teacher-designed assessments. The district describes its assessment process as follows:

All students will be held to high academic standards in both languages. All state mandated assessments such as California English Language Development Test (CELDT) and California Assessment of Student Performance and Progress (CAASPP) will be conducted annually. In order to monitor the development of Spanish language skills, and/or Aprenda 3 assessments will also be administered as appropriate. All incoming Kinder students are administered an academic inventory and a language dominance evaluation to determine incoming skills and a language dominance evaluation. All students take district benchmark assessments and performance assessments in Spanish.

There will be authentic as well as standardized assessments to monitor students' progress in language development and academics. Authentic assessments will be

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<sup>16</sup> Ibid., p. 62.

<sup>17</sup> [1] Howard, Sugarman, Perdomo, et al., Op. cit., p. 42. [2] Livaccari, Op. cit.

<sup>18</sup> Lindholm-Leary, K. and G. Hargett. “Evaluator’s Toolkit for Dual Language Programs - Section 3 - What Data to Collect.” Center for Applied Linguistics, December 2006. p. 18.  
[http://www.cal.org/twi/EvalToolkit/appendix/toolkit5\\_sec1.pdf](http://www.cal.org/twi/EvalToolkit/appendix/toolkit5_sec1.pdf)

created by teachers, and used in the context of instruction. The purpose of using these assessments is to determine how well students internalize the skills and how they are able to apply them in real-world classroom projects and activities.<sup>19</sup>

Similarly, the West Contra Costa Unified School District in Richmond, California uses a combination of curriculum unit assessments; district assessments in language arts, writing, and math; and standardized assessments such as the California English Language Development Test of English (CELDT) and Standards Tests in Spanish.<sup>20</sup>

CAL argues that *portfolio assessments* may be particularly effective for assessing student progress in dual language programs because they can monitor progress in both languages over time. Portfolios may include samples of student work, student self-assessments or reflections, reading logs, ratings of the student's oral proficiency, and student or parent surveys related to the student's literacy skills in both languages.<sup>21</sup> A Mandarin immersion program in New York City, for example, has used a combination of portfolio reviews and classroom observations to assess students' progress. Portfolios contain work, homework, and tests in both English and Mandarin and also contain information on students' behavioral issues. Teachers review students' portfolios in November and March of each year to determine whether students need additional academic or non-academic support.<sup>22</sup>

## EVALUATING DUAL LANGUAGE PROGRAMS

In terms of **evaluating programs**, CAL recommends developing a robust accountability and evaluation system that ensures that 1) program evaluation is consistent, systematic, and aligned with district or program standards and goals; 2) evaluation data is interpreted correctly and disseminated to appropriate constituents; and 3) teachers receive adequate professional development related to developing assessments and collecting and interpreting assessment data.<sup>23</sup>

A robust evaluation and accountability system requires an adequate budget dedicated to evaluation, including funding for professional development and funding for personnel to establish the evaluation plan, oversee data collection, and analyze data and disseminate results.<sup>24</sup>

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<sup>19</sup> "Dual Immersion Academy." Rio School District, 2016. pp. 6–7. <http://rioschools.org/rioreal/wp-content/uploads/sites/8/2016/02/Rio-Real-Dual-Immersion-Academy-Handbook-15-16-rev-sm.pdf>

<sup>20</sup> "Highlights of the Dual Language Immersion Program (English/Spanish) Pilot-Washington Elementary School." West Contra Costa Unified School District, 2009. p. 2. [http://www.wccusd.net/cms/lib03/CA01001466/Centricity/Domain/76/DLI\\_Washington\\_09-10\\_English.pdf](http://www.wccusd.net/cms/lib03/CA01001466/Centricity/Domain/76/DLI_Washington_09-10_English.pdf)

<sup>21</sup> Lindholm-Leary and Hargett, "Evaluator's Toolkit for Dual Language Programs - Section 3 - What Data to Collect," Op. cit., pp. 18–19.

<sup>22</sup> Imbimbo, J. et al. "Center for School Success Best Practices - Dual Language Instruction." New Visions for Public Schools, 2009. pp. 16–17. <http://www.newvisions.org/page/-/Prelaunch%20files/PDFs/NV%20Publications/DualLang.pdf>

<sup>23</sup> Howard, Sugarman, Christian, et al., Op. cit., p. 8.

<sup>24</sup> [1] Ibid. [2] Lindholm-Leary, K. and G. Hargett. "Evaluator's Toolkit for Dual Language Programs - Section 1 - Why Evaluate?" Center for Applied Linguistics, December 2006. p. 3. [http://www.cal.org/twi/EvalToolkit/appendix/toolkit5\\_sec1.pdf](http://www.cal.org/twi/EvalToolkit/appendix/toolkit5_sec1.pdf)

EVALUATING OUTCOMES

CAL published an evaluation toolkit in 2006 to assist dual language program administrators in evaluating their programs.<sup>25</sup> Key issues relevant to the evaluation of dual language programs include **determining which data to collect**. In general, evaluations of dual language programs typically rely on standardized tests that measure progress in reading, language arts, math, and other content areas and assessments of students’ oral language proficiency. Schools should collect data on the demographic characteristics of program participants to determine whether specific groups of students make better progress in the program than others. Outcomes data should align with the school or district’s overall goals for the dual language program.<sup>26</sup> Figure 1.1 below provides an example of program goals and associated data sources for the dual language program in Pasadena Unified School District (PUSD).

Figure 1.1: Data Sources for Program Evaluation, (PUSD) Dual Language Immersion Program

PROGRAM GOAL	STANDARDS	DATA SOURCES
Academic achievement	Common Core standards in all content areas	<ul style="list-style-type: none"><li>STAR testing in English for both groups of students</li><li>Language arts and math benchmark assessments in both languages</li><li>Language arts and math writing assessments in both languages</li><li>Curriculum-based assessments (end-of-unit tests, quizzes, and performance-based tasks)</li></ul>
Second language proficiency	English Language Development Standards and ACTFL standards	<ul style="list-style-type: none"><li>District-wide common assessments tracking English and partner language development in listening, speaking, reading comprehension, and writing (i.e., CELDT, APRENDA, SOLOM, etc.).</li><li>APRENDA for Spanish Academic Language Growth; SOLOM for oral language proficiency in Mandarin; Lingua-Folio Self-Assessment; NOELLA for progress in Spanish and Chinese; Standards-Based Measure of Proficiency (STAMP)</li></ul>
Cross-cultural proficiencies	California and national world language standards	Cultural attitudinal surveys

Source: PUSD<sup>27</sup>

Schools should collect data on achievement outcomes throughout the course of the program. In addition, schools may be interested in the success of students who have already finished the program. Potential outcomes to track for students who have completed dual language

<sup>25</sup> “Evaluator’s Toolkit for Dual Language Programs - Download the Toolkit.” Center for Applied Linguistics. <http://www.cal.org/twi/EvalToolkit/downloads.htm>

<sup>26</sup> Lindholm-Leary and Hargett, “Evaluator’s Toolkit for Dual Language Programs - Section 3 - What Data to Collect,” Op. cit., pp. 15–20.

<sup>27</sup> Adapted from “Dual Language Immersion Program Master Plan.” Pasadena Unified School District, April 9, 2013. p. 16. <http://www.pusd.us/cms/lib011/CA01901115/Centricity/Domain/1288/DLIP%20PDFs/DLIP-Master-Plan.pdf>

programs include grades, achievement on state tests, student self-assessment, high school graduation rates, and college enrollment rates. Dual language expert Kathryn Lindholm-Leary, for example, has conducted several follow-up studies of dual language program students which examined attitudinal data, achievement scores, and self-ratings of academic achievement and language proficiency.<sup>28</sup>

In addition to collecting data on academic and language outcomes, CAL also recommends collecting attitudinal data from students, teachers, administrators, staff, and parents to assess satisfaction with the program. Student and parent surveys may also provide information about language use outside of school.<sup>29</sup>

### MONITORING IMPLEMENTATION

To fully capture whether a program is producing expected outcomes, districts must also **assess whether the program is being implemented as intended** (also known as fidelity). This may require additional data collection or monitoring of program implementation. For example, staff can observe teachers to determine whether prescribed instructional materials or bilingual strategies are indeed being used in a program, and if so, how frequently.<sup>30</sup> Additional methods of measuring fidelity include surveys, focus groups, or interviews with program staff or teachers; implementation checklists or logs; or attendance records or other administrative data.<sup>31</sup>

This monitoring of program implementation can be used to contextualize overall findings of the evaluation. For example, if outcomes were not as good as expected, a school can examine its implementation data to determine whether implementation challenges contributed to poor outcomes. Identification of implementation issues can also identify potential topics to address in professional development.<sup>32</sup>

### CURRICULUM

Research shows that several key *curriculum characteristics* are necessary to promote positive student outcomes in dual language programs.<sup>33</sup> Program curricula should: 1) align with existing standards; 2) be academically challenging; 3) focus on biliteracy, bilingualism, and multiculturalism. Figure 1.2 below summarizes these characteristics.

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<sup>28</sup> Lindholm-Leary and Hargett, "Evaluator's Toolkit for Dual Language Programs - Section 3 - What Data to Collect," Op. cit., p. 3.

<sup>29</sup> Ibid., p. 21.

<sup>30</sup> Ibid.

<sup>31</sup> "Evaluation Brief - Measuring Implementation Fidelity." James Bell Associates, October 2009. pp. 5–7.  
[http://www.jbassoc.com/ReportsPublications/Evaluation%20Brief%20-%20Measuring%20Implementation%20Fidelity\\_Octob%E2%80%A6.pdf](http://www.jbassoc.com/ReportsPublications/Evaluation%20Brief%20-%20Measuring%20Implementation%20Fidelity_Octob%E2%80%A6.pdf)

<sup>32</sup> Lindholm-Leary and Hargett, "Evaluator's Toolkit for Dual Language Programs - Section 3 - What Data to Collect," Op. cit., p. 21.

<sup>33</sup> Howard, Sugarman, Christian, et al., Op. cit., pp. 10–11.

**Figure 1.2: Characteristics Associated with Effective Dual Language Immersion Curricula**

### Aligned with standards and assessment.

- The curriculum should align with existing academic standards and assessments, both within grade levels and across grade levels.

### Meaningful and academically challenging.

- The curriculum should incorporate higher order thinking; be enriched, not remedial; and be thematically integrated, or ground instruction in relevant, real-world themes. In addition, the program should be characterized by use of multiple strategies and materials. The curriculum should integrate use of technology in both languages, and should use a variety of books and other audiovisual materials to foster bilingualism and biliteracy.

### Focused on biliteracy, bilingualism, and multiculturalism.

- The curriculum should seek to achieve bilingualism and biliteracy for all students. Language objectives should be incorporated into curriculum planning, and the curriculum should ensure that students learn subject area content as well as achieving proficiency in the languages of instruction. Because dual language programs also seek to achieve multicultural competence, the curriculum should reflect and value students' cultures.

Source: Howard et al. <sup>34</sup>

## ALIGNMENT

Regarding **alignment** with existing standards, dual language curricula should provide the same academic content as the regular curriculum, with the same performance standards expected for immersion program participants and those not in the immersion program.<sup>35</sup> California is one of just a few states that has developed content standards for curricula taught in Spanish.<sup>36</sup> A joint effort between the San Diego County Office of Education, Council of Chief State School Officers, and California Department of Education in 2013 translated Common Core standards from English to Spanish, addressing some important differences between English and Spanish language arts instruction, such as the use of the accent in Spanish.<sup>37</sup> Currently, Common Core Spanish standards are available for grades K-12 in language arts and grades K-8 in mathematics.<sup>38</sup>

<sup>34</sup> Ibid.

<sup>35</sup> Howard, E.R. and D. Christian. "Two-Way Immersion 101: Designing and Implementing a Two-Way Immersion Education Program at the Elementary Level." Center for Applied Linguistics, 2002. p. 4. <http://www.cal.org/twi/pdfs/two-way-immersion-101.pdf>

<sup>36</sup> Boyle et al., Op. cit., p. 64.

<sup>37</sup> [1] Maxwell, L.A. "Translating the Common Core for Dual-Language Classrooms." Education Week, October 23, 2012. [http://blogs.edweek.org/edweek/learning-the-language/2012/10/translating\\_the\\_common\\_core\\_fo.html](http://blogs.edweek.org/edweek/learning-the-language/2012/10/translating_the_common_core_fo.html) [2] "State Schools Chief Announces Spanish Version of Common Core Standards Now Available." California Department of Education, March 26, 2013. <http://www.cde.ca.gov/nr/ne/yr13/yr13rel40.asp>

<sup>38</sup> [1] "California Common Core State Standards for Mathematics in Spanish." Common Core en Español, 2015. <https://commoncore-espanol.sdoe.net/CaCCSS-en-Espa%C3%B1ol/Mathematics> [2] "California Common Core State Standards in Spanish Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects." Common Core en Español, 2015. <https://commoncore-espanol.sdoe.net/CaCCSS-en-Espa%C3%B1ol/SLA-Literacy>

## CHALLENGE

In addition to aligning with existing standards, the dual language immersion curriculum should be **academically challenging**. The curriculum should not be simplified because it is provided in two languages.<sup>39</sup> Teaching strategies such as sheltered instruction can help to ensure that content is comprehensible while also ensuring that rigorous academic content is taught to all students.<sup>40</sup>

To ensure that activities are challenging enough for native speakers, teachers should “double plan” lessons; first, they should plan the lesson with native speakers in mind, and then make a plan for accommodations for second language learners.<sup>41</sup> In addition, the curriculum should be thematically integrated, i.e., organized around broad, interdisciplinary themes.<sup>42</sup> Organizing academic content into thematic units helps students to better understand the concepts and vocabulary associated with each lesson.

Finally, dual language immersion programs should incorporate technology into the curriculum and use a **variety of materials and instructional strategies** to meet the goals of bilingualism and biliteracy.<sup>43</sup> These strategies are described in the “Instruction” sub-section.

## BILITERACY, BILINGUALISM, AND MULTICULTURALISM

An academically challenging curriculum that includes content instruction in both languages will help to facilitate development of **bilingualism and biliteracy**. Researchers that evaluated a 90/10 program at an elementary school in central Texas argued that “pedagogical equity,” or rigorous content taught in both languages was critical for the program’s success:

In contrast to remedial bilingual programs that offer “watered down” instruction, dual language enrichment models offer the curricular mainstream taught through two languages with rigorous content standards and high expectations...all students were expected to read grade-level Spanish text as early as kindergarten, and math instruction, often cooperative in nature, required students to engage with one another as they worked through the learning process...In addition to rigorous content standards, the staff at City Elementary supported the notion of equal status of languages, as they were careful not to promote one language over the other...Teachers at City incorporated all forms of Spanish literature into their curriculum and lesson designs in their efforts not only to promote Spanish but also to increase the level of Spanish literacy.<sup>44</sup>

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<sup>39</sup> Howard and Christian, Op. cit., p. 5.

<sup>40</sup> Ibid., pp. 5, 8.

<sup>41</sup> Howard, Sugarman, Perdomo, et al., Op. cit., p. 24.

<sup>42</sup> [1] Imbimbo et al., Op. cit., p. 5. [2] Howard, Sugarman, Christian, et al., Op. cit., p. 10.

<sup>43</sup> Howard, Sugarman, Christian, et al., Op. cit., pp. 10–11.

<sup>44</sup> Alanis, I. and M.A. Rodriguez. “Sustaining a Dual Language Immersion Program: Features of Success.” *Journal of Latinos and Education*, 7:4, October 15, 2008.  
<http://www.tandfonline.com/doi/abs/10.1080/15348430802143378>

Dual language programs should also promote multicultural competence by reflecting and valuing students' cultures.<sup>45</sup> This can be achieved by focusing on helping students understand the values, norms, and perspectives of the partner language culture and emphasizing cross-cultural issues in the classroom. Teachers can use multicultural perspectives and students' experiences to inform the curriculum, using literature and instructional materials from multiple countries and cultures.<sup>46</sup> Culturally relevant teaching typically has the following characteristics:<sup>47</sup>

- Inclusion of original works from the worlds of the language minority groups so that the children see the authors as intellectual role models;
- Acknowledgment of what students bring into the classroom (life experiences, cultural practices, language knowledge, etc.) as legitimate knowledge upon which to build;
- Incorporation of the home as a knowledge resource for curricular development; and
- Challenge of social expectations for the language minority children by organizing their classrooms around high expectations.

In addition, *cooperative learning* activities help to foster both bilingualism and multicultural competence. Research shows that ethnically and linguistically diverse students who work together on school tasks develop more positive attitudes toward one another and develop better language skills.<sup>48</sup> Having students work in groups or pairs with others from the same language background allows for students to practice using the language in a low-risk environment, while grouping students of different language backgrounds allows students to model language use and support one another.<sup>49</sup>

## INSTRUCTION

The next set of guiding principles deals with *quality instruction*.<sup>50</sup>

## MODIFYING LANGUAGE

Teachers in dual language programs should ensure that students receive **comprehensible input** (content in language they can understand) and also encourage **communicative language output** (practice using the language). Instructional activities should “develop students’ comprehension of the language needed to understand lesson content” and then

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<sup>45</sup> Howard, Sugarman, Christian, et al., Op. cit., p. 10.

<sup>46</sup> [1] Howard, E.R., J. Sugarman, and D. Christian. “Trends in Two-Way Immersion Education - A Review of the Research.” Center for Applied Linguistics, August 2003. p. 41. [2] Howard, Sugarman, Perdomo, et al., Op. cit., pp. 35–38.

<sup>47</sup> Torres-Guzman, M.E. “Dual Language Programs: Key Features and Results.” *Directions in Language and Education*, 14, Spring 2002. pp. 6–7. [http://dti.us/doc/DL\\_FEATURES-TORRES-GUZMAN.pdf](http://dti.us/doc/DL_FEATURES-TORRES-GUZMAN.pdf)

<sup>48</sup> Howard, Sugarman, Christian, et al., Op. cit., pp. 12–13.

<sup>49</sup> Howard, Sugarman, Perdomo, et al., Op. cit., p. 23.

<sup>50</sup> Ibid., p. 15.

provide tasks in which “students actively use the language of instruction so that it can be fully acquired.”<sup>51</sup>

Optimal language input should be adjusted to the comprehension of the learner; be interesting and relevant; and be challenging.<sup>52</sup> When students are in the beginning stages of learning a new language, input can be made more comprehensible by:<sup>53</sup>

- Slower, expanded, simplified, and repetitive speech;
- Highly contextualized language and gestures;
- Comprehension and confirmation checks; and
- Communication that limits the potential interpretations in order to avoid misunderstanding.

*Sheltered instruction*, an instructional approach that lowers the linguistic demand of instruction in order to make academic content more understandable,<sup>54</sup> is a common strategy for adapting activities to meet the needs of language learners. Sheltered instruction techniques may include:<sup>55</sup>

- Using visual aids such as pictures, charts, graphs, and semantic mapping;
- Modeling instruction, allowing students to negotiate meaning and make connections between course content and prior knowledge;
- Allowing students to act as mediators and facilitators;
- Using alternative assessments, such as portfolios, to check comprehension;
- Providing comprehensible speech, scaffolding,<sup>56</sup> and supplemental materials; and
- Using a wide range of presentation strategies.

These sheltered instruction techniques should allow the teacher to keep language demands low for second language learners while ensuring that students are learning academic content at a higher level.<sup>57</sup> However, teachers must also keep in mind the need to balance comprehensible input for language learners with stimulating input for native speakers.<sup>58</sup> For example, teachers can ask linguistically sophisticated questions to those with high language

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<sup>51</sup> Ibid.

<sup>52</sup> Howard, Sugarman, Christian, et al., Op. cit., p. 13.

<sup>53</sup> Adapted from Ibid.

<sup>54</sup> “Developing Programs for English Language Learners: Glossary.” U.S. Department of Education.  
<http://www2.ed.gov/about/offices/list/ocr/ell/glossary.html>

<sup>55</sup> Bullet points quoted verbatim from Howard, Sugarman, Christian, et al., Op. cit., p. 14.

<sup>56</sup> Instructional support that assists a learner in completing a complex task and build on prior knowledge. See  
“Scaffolding (Teaching Technique).” Education Resources Information Center Thesaurus.  
[http://eric.ed.gov/?ti=Scaffolding+\(Teaching+Technique\)](http://eric.ed.gov/?ti=Scaffolding+(Teaching+Technique))

<sup>57</sup> Howard, Sugarman, Perdomo, et al., Op. cit., pp. 25–26.

<sup>58</sup> Howard, Sugarman, Christian, et al., Op. cit., p. 14.



proficiency and modify their language to ask questions to students with lower proficiency levels.<sup>59</sup>

To encourage communicative output, students need both structured and unstructured opportunities for oral language use. The most effective dual language programs have **explicit classroom policies that encourage use of the instructional language and discourage students from speaking the non-instructional language**.<sup>60</sup> Students need clear expectations for second language use in the classroom. Lessons should provide plenty of opportunities for students to use target vocabulary and expressions, and teachers should provide feedback in supportive ways.<sup>61</sup>

To encourage students to use the language of instruction, teachers can:<sup>62</sup>

- **Create a supportive environment** by providing examples of how to be respectful of others' mistakes and by praising students' efforts to speak in the language of instruction;
- **Provide ample opportunities for speaking**, including through hands-on activities and creative activities such as songs, dances, simulations, role plays, videos, and how-to presentations;
- **Use group and pair activities**;
- **Model sentence frames** that students can use;
- **Provide students with basic social phrases and non-academic vocabulary** to encourage informal conversation with peers
- **Be strategic about when to correct mistakes** (i.e., providing gentle feedback and modeling to correct errors, and providing few corrections when students are in the early stage of proficiency).

Finally, effective immersion programs typically rely on **monolingual lessons** rather than using language mixing during a single lesson or time period. Research indicates that monolingual instruction facilitates language development more than language mixing.; mixing languages may impede language development because it allows students to rely on their first language.<sup>63</sup>

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<sup>59</sup> Howard, Sugarman, Perdomo, et al., Op. cit., p. 24.

<sup>60</sup> [1] Howard, Sugarman, Christian, et al., Op. cit., p. 14. [2] LaVan, C. "Help! They're Using Too Much English! The Problem of L1 vs. L2 in the Immersion Classroom." American Council on Immersion Education, February 2001. p. 3. <http://carla.umn.edu/immersion/acie/vol4/Bridge4.2.pdf>

<sup>61</sup> [1] Howard, Sugarman, Perdomo, et al., Op. cit., p. 15. [2] LaVan, Op. cit., p. 3.

<sup>62</sup> [1] Howard, Sugarman, Perdomo, et al., Op. cit., pp. 16–18. [2] LaVan, Op. cit., pp. 3–4.

<sup>63</sup> [1] Howard, Sugarman, Christian, et al., Op. cit., p. 15. [2] Genesee, F. et al. "Program Alternatives for Linguistically Diverse Students." Center for Research on Education, Diversity and Excellence, University of California, Berkeley, 1999. p. 37. <http://escholarship.org/uc/item/95t956xz#page-37>

## LITERACY INSTRUCTION

To ensure that students develop adequate literacy skills, researchers generally agree that **formal language instruction is necessary**. Initially, many immersion programs operated under the assumption that formal instruction in the immersion language was unnecessary because students would learn the language through subject matter instruction. Because the fluency and grammar ability of most second language learners is dissimilar to native language ability, however, formal instruction in the second language is necessary.<sup>64</sup>

Each unit and grade level should have *specific language goals* so that students develop sufficient proficiency.<sup>65</sup> Students who are beginning to learn a second language may need instruction in prefixes, suffixes, word families, and cognates, while students at higher levels of proficiency should gain exposure to new vocabulary and more complex sentence structures.<sup>66</sup> **Dual language programs should provide formal language arts instruction in both languages in order for students to develop literacy skills.**<sup>67</sup> Language arts instruction in both languages should include skills and concepts that are not transferrable between languages, such as vocabulary, grammatical and spelling systems specific to each language.<sup>68</sup>

Although students need literacy instruction in both languages, dual language experts emphasize the need for literacy instruction in the partner language to *occur in early grades*. Students are more likely to read for pleasure in English due to the higher societal status of English and wider availability of reading materials in English; if students do not begin reading in the partner language early on, they are less likely to choose to read for pleasure in the partner language when they are older.<sup>69</sup> 90/10 programs typically start with literacy instruction in the partner language and begin literacy instruction in English in third grade.<sup>70</sup>

## STAFF QUALITY AND PROFESSIONAL DEVELOPMENT

The fourth set of guiding principles focuses on *recruiting and retaining quality staff and supporting effective professional development*.<sup>71</sup>

### STAFF QUALITY

As with any educational initiative, effective teachers are crucial for ensuring the success of dual immersion programs. Research suggests that effective dual language teachers should have the following characteristics:<sup>72</sup>

<sup>64</sup> Howard, Sugarman, Christian, et al., Op. cit., p. 15.

<sup>65</sup> Howard, Sugarman, Perdomo, et al., Op. cit., pp. 18–19.

<sup>66</sup> Ibid., p. 22.

<sup>67</sup> Ibid., p. 33.

<sup>68</sup> Ibid., pp. 30–31.

<sup>69</sup> Howard, Sugarman, Christian, et al., Op. cit., p. 31.

<sup>70</sup> Howard and Christian, Op. cit., p. 13.

<sup>71</sup> Howard, Sugarman, Christian, et al., Op. cit., pp. 76–82.

<sup>72</sup> [1] Ibid., pp. 18–19. [2] Howard and Christian, Op. cit., p. 15. [3] Howard, Sugarman, Perdomo, et al., Op. cit., p. 55. [4] Boyle et al., Op. cit., p. 73. [5] Genesee et al., Op. cit., p. 37. [6] Alanis and Rodriguez, Op. cit.

- **Native or native-like ability** in the languages in which they teach;
- **Understanding of and commitment to the bilingualism and biliteracy goals** of dual language programs;
- **Adequate subject matter knowledge** for content areas taught;
- **Background or experience in dual language programs**, bilingual education, and/or teaching English as a second language;
- **Knowledge of a variety of instructional strategies**, including sheltered instruction, active learning, and cooperative learning activities.
- **Adequate classroom management skills**; and
- **Knowledge of culturally relevant instructional techniques.**

Just eight states provide formal guidance to local education agencies regarding the skills dual language teachers should possess.<sup>73</sup> This guidance varies widely from state to state; a sample of state guidance for dual language teacher hiring is provided in Figure 1.3 on the following page.

Because teachers in dual language programs need a unique set of skills, including bilingual language ability, many states have experienced shortages of qualified dual language teachers as dual language programs have increased in popularity.<sup>74</sup> At the local education agency (LEA) level, **schools and districts have generally addressed this shortage by recruiting teachers with partner language proficiency and providing in-service professional development** to build the skills needed for dual language instruction.<sup>75</sup>

Districts and states have also partnered with universities to establish **alternative certification programs** for dual language teachers.<sup>76</sup> Portland Public Schools, for example, is developing a Dual Language Teachers Fellows program in partnership with Portland State University (PSU) to provide an alternative certification program for bilingual teachers.<sup>77</sup> The district also partners with PSU's Bilingual Teacher Pathway program, which addresses shortages of bilingual teachers by helping bilingual school support staff become licensed teachers.

At the state education agency (SEA) level, SEAs have addressed the teacher shortage by:<sup>78</sup>

- Partnering with other countries to allow teachers to receive a special international guest teacher license to temporarily teach in the state;

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<sup>73</sup> Boyle et al., Op. cit., p. 77.

<sup>74</sup> Ibid., p. 78.

<sup>75</sup> Ibid., p. 79.

<sup>76</sup> [1] Garcia, A. "How Portland Public Schools Is Building a Pipeline of Bilingual Teachers." New America, March 28, 2016. <https://www.newamerica.org/education-policy/edcentral/pps-bilingual-teachers/> [2] Boyle et al., Op. cit., pp. 79–80.

<sup>77</sup> Garcia, "How Portland Public Schools Is Building a Pipeline of Bilingual Teachers," Op. cit.

<sup>78</sup> Boyle et al., Op. cit., pp. 79–80.

- Holding special job fairs for dual language and bilingual teachers;
- Partnering with teacher preparation programs to build the supply of qualified teachers; and
- Providing financial incentives for teachers to become certified in dual language or bilingual programs.

**Figure 1.3: Examples of State Guidance for Hiring Qualified Dual Language Teachers**

### Louisiana

- Local education agencies should question candidates about strategies used in the classroom to identify use of best practices, such as using visual aids and gestures, using a situational approach to teaching, presenting several activities in one lesson, and using little or no English.

### New York

- Dual language teachers should use a variety of teaching approaches to address different learning strategies and be able to help students master content through purposeful language learning.

### Rhode Island

- Dual language teachers should have:
  - High levels of knowledge in the subject matter, curriculum, technology, instructional strategies, and assessment.
  - Native-like academic language proficiency in the partner language and/or English, depending on the dual language model used.

### Utah

- Dual language teachers must have five characteristics:
  - **Language proficiency**, as demonstrated by an oral proficiency interview.
  - **Coachable disposition**, as demonstrated by the interview, reference checks, and demonstration lesson.
  - **Collaborative disposition**, as demonstrated by the interview and reference checks.
  - **Strong pedagogical approach**, as shown by a demonstration lesson.
  - **Strong classroom management skills**, as shown by a demonstration lesson.

Source: U.S. Department of Education<sup>79</sup>

## PROFESSIONAL DEVELOPMENT

**Effective professional development** is crucial for ensuring that students receive quality instruction in dual language programs. Laura M. Desimone, a leading scholar on teacher quality and professional development in education, has identified five key features of

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<sup>79</sup> Ibid., pp. 77–78.

effective professional development for teachers, listed in Figure 1.4. The need for these key features has been supported in a number of research studies.<sup>80</sup>

**Figure 1.4: Five Key Features of Effective Professional Development**

### Content Focus

- Programs should build teachers' knowledge and skills in their content area or grade level.

### Active Learning

- Active learning strategies include observing or being observed, providing feedback and analysis, leading discussions, and reviewing student work.

### Coherence

- Training should align with school, district, and state standards and policies.

### Duration

- Professional development should be regular and ongoing. Schools and districts should designate regular times for collaborative development activities.

### Collective Participation

- When possible, teachers from the same grade, school, or department should participate in training together to build an interactive learning community.

Source: Desimone<sup>81</sup>

### CONTENT FOCUS

In terms of **content focus**, studies throughout the 1990s and 2000s have found that content-specific training enhances teacher practices and student learning.<sup>82</sup> For dual language

<sup>80</sup> [1] Kang, H.S., J. Cha, and B.-W. Ha. "What Should We Consider in Teachers' Professional Development Impact Studies? Based on the Conceptual Framework of Desimone." *Creative Education*, 4:4, 2013. [http://file.scirp.org/pdf/CE\\_2013043016420878.pdf](http://file.scirp.org/pdf/CE_2013043016420878.pdf) [2] Desimone, L.M. and M.S. Garet. "Best Practices in Teachers' Professional Development in the United States." *Psychology, Society and Education*, 7:3, 2015. p. 253. <http://www.psye.org/articulos/USA.pdf> [3] Blank, R.K. and N. de las Alas. "Effects of Teacher Professional Development on Gains in Student Achievement - How Meta Analysis Provides Scientific Evidence Useful to Education Leaders." Council of Chief State School Officers, June 2009. pp. 6–29. [http://www.ccsso.org/Documents/2009/Effects\\_of\\_Teacher\\_Professional\\_2009.pdf](http://www.ccsso.org/Documents/2009/Effects_of_Teacher_Professional_2009.pdf)

<sup>81</sup> [1] Desimone, L.M. "A Primer on Effective Professional Development." *Phi Delta Kappan*, 92:6, March 2011. [http://www.gcisd-k12.org/cms/lib/TX01000829/Centricity/Domain/78/A\\_Primer\\_on\\_Effective\\_Professional\\_Development.pdf](http://www.gcisd-k12.org/cms/lib/TX01000829/Centricity/Domain/78/A_Primer_on_Effective_Professional_Development.pdf) [2] Desimone, L.M. "Improving Impact Studies of Teachers' Professional Development: Toward Better Conceptualizations and Measures." *Educational Researcher*, 38:3, April 2009. Accessed via ProQuest

<sup>82</sup> Gulamhussein, A. "Teaching the Teachers - Effective Professional Development in an Era of High Stakes Accountability." Center for Public Education, September 2013. pp. 17–18.

programs, this means a focus on language education pedagogy, curricula, materials, resources, and assessment.<sup>83</sup> Focusing on content relevant to the teacher's subject area ensures that learning opportunities are applicable to teachers' classroom practices, and that discussions and examples are specific enough to be useful to participants.<sup>84</sup> Dual language experts agree that the following content areas should be included in professional development for dual language teachers:<sup>85</sup>

- Theories and philosophies underlying the dual language education model;
- Educational pedagogy and standards-based teaching, including the need for maintaining high standards for all students;
- Content pedagogy methods and instructional strategies that support second language and biliteracy development;
- Literacy instruction;
- Sheltered instruction; and
- Parental and community involvement.

Dual language teachers that teach in Spanish may need professional development to be delivered in Spanish; this can help teachers further understand how to deliver instruction in ways that help students develop language proficiency.<sup>86</sup>

### ACTIVE LEARNING

In terms of **active learning**, professional development participants should be "actively engaged in reflection, inquiry, research, and collective problem solving."<sup>87</sup> Effective professional development programs **facilitate discussion of and reflection on teaching practices** and **provide multiple opportunities for teachers to receive feedback**.<sup>88</sup> This dialogue and self-reflection encourages teachers' professional growth and learning.<sup>89</sup> In addition, it encourages participants to view development as a process rather than a one-time

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<http://www.centerforpubliceducation.org/Main-Menu/Staffingstudents/Teaching-the-Teachers-Effective-Professional-Development-in-an-Era-of-High-Stakes-Accountability/Teaching-the-Teachers-Full-Report.pdf>

<sup>83</sup> Howard, Sugarman, Christian, et al., Op. cit., p. 19.

<sup>84</sup> Gulamhussein, Op. cit., pp. 17–18.

<sup>85</sup> Howard, Sugarman, Christian, et al., Op. cit., p. 20.

<sup>86</sup> Ibid., p. 19.

<sup>87</sup> Church, E., P. Bland, and B. Church. "Supporting Quality Staff Development with Best-Practice Aligned Policies." *Emporia State Research Studies*, 46:2, 2010. p. 44.  
<http://outlier.uchicago.edu/computerscience/OS4CS/landscapestudy/resources/Church-Bland-and-Church-2010.pdf>

<sup>88</sup> Cordingley, P. et al. "The Impact of Collaborative Continuing Professional Development (CPD) on Classroom Teaching and Learning." EPPI-Centre, University of London, 2005. pp. 3–4.  
<https://wsassets.s3.amazonaws.com/ws/nso/pdf/09598003e49523abff794962e2752c81.pdf>

<sup>89</sup> [1] "Linking Teacher Evaluation to Professional Development: Focusing on Improving Teaching and Learning." National Comprehensive Center for Teaching Quality, May 2012. pp. 14–15.  
<http://www.gtlcenter.org/sites/default/files/docs/LinkingTeacherEval.pdf> [2] Howard, Sugarman, Christian, et al., Op. cit., p. 20.

occurrence; for teachers to implement what is learned, they need “multiple cycles of presentation and assimilation of, and reflection on, knowledge.”<sup>90</sup>

A common strategy for engaging teachers in reflection and feedback is the use of *classroom observations*. Coaches, mentors, or other peers observe teachers in their classrooms or watch videos of lessons and then provide feedback on what was observed.<sup>91</sup> Observations can also determine whether teachers are using the partner language for the intended proportion of instructional time.<sup>92</sup>

Teacher “*study groups*” are also a common method of encouraging reflection and developing goals for student learning.<sup>93</sup> Study groups are discussion groups that meet regularly to provide teachers with regular opportunities to investigate and discuss specific topics related to improving instruction.<sup>94</sup> A dual language program in New York City, for example, uses study groups that meet twice monthly to watch videotaped classroom lessons, examine student data, and identify ways to improve instruction.<sup>95</sup>

Finally, *collaborative planning* is an important professional development activity that helps teachers identify way to improve the curriculum and implement new strategies. The dual language program offered by Cypress Hills Community School in New York City, for example, provides two hours of monthly planning time for the entire staff, as well as two hours of monthly common planning time for grade-level teachers and weekly planning time for teachers who share classes.<sup>96</sup>

## COHERENCE

In addition to promoting active learning, **professional development should also be coherent**; that is, it should be consistent with other professional development offerings and state and local standards and goals.<sup>97</sup> Professional development should also be relevant to teachers’

<sup>90</sup> Penuel, W.R. et al. “What Makes Professional Development Effective? Strategies That Foster Curriculum Implementation.” *American Education Research Journal*, 44:4, December 2007. p. 929.

<sup>91</sup> [1] Garet, M.S. et al. “What Makes Professional Development Effective? Results from a National Sample of Teachers.” *American Educational Research Journal*, 38:4, Winter 2001. p. 925.  
[http://www.imoberg.com/files/Unit\\_D\\_ch.\\_24\\_--\\_Garet\\_et\\_al.\\_article.pdf](http://www.imoberg.com/files/Unit_D_ch._24_--_Garet_et_al._article.pdf) [2] “Linking Teacher Evaluation to Professional Development: Focusing on Improving Teaching and Learning,” Op. cit., pp. 14–15.

<sup>92</sup> “Study of Dual-Language Immersion in the Portland Public Schools - Year 4 Briefing: November 2015.” RAND Corporation, November 2015. p. 1.  
[http://res.cloudinary.com/bdy4ger4/image/upload/v1446848442/DLI\\_Year\\_4\\_Summary\\_Nov2015v3\\_1\\_jwny3e.pdf](http://res.cloudinary.com/bdy4ger4/image/upload/v1446848442/DLI_Year_4_Summary_Nov2015v3_1_jwny3e.pdf)

<sup>93</sup> Howard, Sugarman, Christian, et al., Op. cit., p. 21.

<sup>94</sup> Croft, A. et al. “Job-Embedded Professional Development: What It Is, Who Is Responsible, and How to Get It Done Well.” National Comprehensive Center for Teacher Quality, April 2010. p. 7.

<sup>95</sup> “The Practitioners’ Work Group for Accelerating English Language Learner Student Achievement - Nine Common Features of Successful Programs for ELLs.” NYC Department of Education. p. 8.  
[http://schools.nyc.gov/NR/rdonlyres/36800121-D126-4848-9CBA-2E4DF0C8CE1E/113968/AAELLReport\\_11\\_finalproof.pdf](http://schools.nyc.gov/NR/rdonlyres/36800121-D126-4848-9CBA-2E4DF0C8CE1E/113968/AAELLReport_11_finalproof.pdf)

<sup>96</sup> Imbimbo et al., Op. cit., p. 12.

<sup>97</sup> [1] Desimone, “A Primer on Effective Professional Development,” Op. cit., p. 29. [2] Howard, Sugarman, Christian, et al., Op. cit., pp. 19–22.

learning needs.<sup>98</sup> A 2009 meta-analysis of professional development programs for K-12 teachers found that programs with higher levels of coherence were more effective in improving student achievement.<sup>99</sup> According to this study, a program is more likely to be effective if:<sup>100</sup>

- **It is consistent with the school curriculum or learning goals** for students and/or aligned with state or district standards for student learning or performance;
- **It is congruent to the day-to-day operations** of schools and teachers; and
- **It is compatible with the instructional practices and knowledge** needed in the classroom.

Coherence helps to foster “a supportive environment that encourages improvement in teaching practices and aids in the long-term sustainability of the changed practices.”<sup>101</sup>

### DURATION

Another key feature of effective professional development is that it should be of **adequate duration** to allow for learning. The Center for Public Education argues that professional development programs must be “significant and ongoing to allow time for teachers to learn a new strategy and grapple with the implementation problem.”<sup>102</sup>

However, there is no consensus on the exact amount of time required for effective professional development. Researcher Laura M. Desimone argues that professional development should occur over at least one semester and include **at least 20 hours of contact time**.<sup>103</sup> Meanwhile, a 2007 research review by the U.S. Department of Education found that effective professional development programs lasted at least 14 hours, but longer programs had greater impacts<sup>104</sup> —**programs that lasted at least 49 hours increased student achievement** by approximately 21 percentage points.<sup>105</sup> The Center for Public Education argues that professional development programs should last at least 50 hours; however, 80 hours is ideal for enabling teachers to master and implement new teaching strategies.<sup>106</sup>

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<sup>98</sup> Darling-Hammond, L. and M.W. McLaughlin. “Policies That Support Professional Development in an Era of Reform.” *Phi Delta Kappan*, 76:8. pp. 1–2. [http://s3.amazonaws.com/academia.edu.documents/7700508/randd-engaged-darling.pdf?AWSAccessKeyId=AKIAJ56TQJRTWSMTNPEA&Expires=1468938698&Signature=6gUBLdF%2Bq2PjYP0tCI8yWH7VaGk%3D&response-content-disposition=inline%3B%20filename%3DPolicies\\_that\\_support\\_professional\\_devel.pdf](http://s3.amazonaws.com/academia.edu.documents/7700508/randd-engaged-darling.pdf?AWSAccessKeyId=AKIAJ56TQJRTWSMTNPEA&Expires=1468938698&Signature=6gUBLdF%2Bq2PjYP0tCI8yWH7VaGk%3D&response-content-disposition=inline%3B%20filename%3DPolicies_that_support_professional_devel.pdf)

<sup>99</sup> Blank and de las Alas, Op. cit., p. 24.

<sup>100</sup> Bullets quoted almost verbatim from Ibid.

<sup>101</sup> Ibid.

<sup>102</sup> Gulamhussein, Op. cit., p. 14.

<sup>103</sup> Desimone, “A Primer on Effective Professional Development,” Op. cit., p. 29.

<sup>104</sup> Yoon, K.S. et al. “Reviewing the Evidence on How Teacher Professional Development Affects Student Achievement.” Southwest Regional Educational Laboratory, Institute of Education Sciences, U.S. Department of Education, October 2007. pp. 1, 12. [http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel\\_2007033.pdf](http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf)

<sup>105</sup> Ibid., p. iii.

<sup>106</sup> Gulamhussein, Op. cit., pp. 14–15.



To provide professional development programs that last an adequate amount of time, schools and districts should offer learning opportunities at regular intervals and dedicate specific times within the regular schedule to professional development.<sup>107</sup> The Center for Public Education argues that the “ideal structure” for professional development is to provide time embedded in the regular school day, ideally “three to four hours per week for collaboration and coaching.”<sup>108</sup> Common planning time and designated days and times for collaboration have been found to be effective in fostering environments that promote learning among teachers.<sup>109</sup> Schools and districts can rearrange existing schedules, create expanded schedules, rearrange staff utilization patterns, and provide early release days to free up more time for collaborative activities.<sup>110</sup>

### COLLECTIVE PARTICIPATION

Finally, professional development programs should involve **collective participation**, meaning that teachers participate in training alongside others from one’s grade level, school, or department.<sup>111</sup> Collective participation helps to foster a culture of “shared responsibility for student learning and mutual support among colleagues.”<sup>112</sup> Collective participation can help to create a “critical mass” for change—a 2003 study of a professional development program for science teachers found that some student achievement outcomes were associated with the proportion of teachers participating in professional development. However, **this association was only apparent when at least 78 percent of teachers were engaged in professional development.**<sup>113</sup>

In a dual language program, this may mean that a majority or all teachers should be required to participate in professional development offerings. A New Mexico dual language program,

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- <sup>107</sup> [1] Timperley, H. et al. “Teacher Professional Learning and Development - Best Evidence Synthesis Iteration.” New Zealand Ministry of Education, 2007. p. 107. <http://www.oecd.org/edu/school/48727127.pdf> [2] Davis, J. “Give Teachers Time to Collaborate.” *Education Week*, September 14, 2015. <http://www.edweek.org/ew/articles/2015/09/16/give-teachers-time-to-collaborate.html> [3] Raywid, M.A. “Finding Time for Collaboration.” *Educational Leadership*, 51:1, September 1993. <http://www.ascd.org/publications/educational-leadership/sept93/vol51/num01/Finding-Time-for-Collaboration.aspx> [4] McClure, C.T. “The Benefits of Teacher Collaboration - Essentials on Education Data and Research Analysis.” *District Administration Magazine*, September 2008. <http://www.districtadministration.com/article/benefits-teacher-collaboration> [5] Diaz-Maggioli, G. “Professional Development Today.” In *Teacher-Centered Professional Development*, (Association for Supervision and Curriculum Development, 2004). <http://www.ascd.org/publications/books/104021/chapters/Professional-Development-Today.aspx> [6] Gulamhussein, Op. cit., pp. 30–31. [7] Croft et al., Op. cit., p. 8.
- <sup>108</sup> Gulamhussein, Op. cit., p. 30.
- <sup>109</sup> McClure, Op. cit.
- <sup>110</sup> [1] Raywid, Op. cit. [2] Davis, “Give Teachers Time to Collaborate,” Op. cit. [3] “Support Comprehensive Professional Development and Collaboration.” Pennsylvania State Education Association. p. 72. [https://www.psea.org/uploadedFiles/LegislationAndPolitics/Solutions\\_That\\_Work/STW-ProfessionalDevelopment.pdf](https://www.psea.org/uploadedFiles/LegislationAndPolitics/Solutions_That_Work/STW-ProfessionalDevelopment.pdf)
- <sup>111</sup> [1] Desimone, “Improving Impact Studies of Teachers’ Professional Development: Toward Better Conceptualizations and Measures,” Op. cit. [2] Blank and de las Alas, Op. cit., p. 21.
- <sup>112</sup> Little, J.W. “Professional Community and Professional Development in the Learning-Centered School.” National Education Association, December 2006. p. 13. [http://www.nea.org/assets/docs/HE/mf\\_pdreport.pdf](http://www.nea.org/assets/docs/HE/mf_pdreport.pdf)
- <sup>113</sup> Snow-Renner, R. and P.A. Lauer. “Professional Development Analysis.” McREL Insights, 2005. pp. 6, 11. <http://files.eric.ed.gov/fulltext/ED491305.pdf>

for example, found that teachers who had not participated in program planning or training sessions did not fully implement strategies and approaches needed for achieving program goals. Therefore, the program evaluator recommended that professional development for all program teachers be mandatory and ongoing.<sup>114</sup>

## PROGRAM STRUCTURE

The fifth set of guiding principles focuses on program design and structure.<sup>115</sup> Key *programmatic features* of effective dual language programs include:<sup>116</sup>

- Sustained instruction in the partner language for **at least six years**;
- Instruction in the partner language accounting for at least **50 percent** of instruction; and
- **Language arts and literacy instruction** in both languages by the upper elementary grades.

Research is inconclusive regarding whether 50/50 or 90/10 dual language immersion programs are more effective. Studies have generally shown that **students achieve similar outcomes in both 90/10 and 50/50 programs**, and often outperform non-immersion peers in achievement on language arts and math standardized tests.<sup>117</sup> “Significant” exposure to the partner language is necessary in order for students to gain high levels of proficiency in the language; experts generally agree that “significant” exposure means at least 50 percent of instructional time. Programs using a 90/10 model should generally increase the amount of instructional time in English to 50 percent in upper elementary grades in order to ensure that students achieve adequate literacy skills in English.<sup>118</sup>

In terms of classroom composition, experts generally agree that **a roughly equal balance of native speakers and English language learners** is desirable.<sup>119</sup> California is one of 14 states that provides formal guidance regarding composition of students within dual language immersion programs. The state indicates that the **ideal ratio of English learners to English speakers is 50:50**, and recommends that the ratio should never go below 33 percent for either group.<sup>120</sup> Three states—Delaware, Indiana, and Utah—formally require dual language

<sup>114</sup> Howard, Sugarman, and Christian, Op. cit., p. 17.

<sup>115</sup> Howard, Sugarman, Christian, et al., Op. cit., pp. 83–90.

<sup>116</sup> Ibid., p. 28.

<sup>117</sup> [1] Lindholm-Leary, K. “Top Ten Research Findings on Minority Language Learners in Two-Way Immersion Programs.” Center for Advanced Research on Language Acquisition, May 2007. [http://carla.umn.edu/immersion/acie/vol10/may2007\\_researchminority.html](http://carla.umn.edu/immersion/acie/vol10/may2007_researchminority.html) [2] Howard, Sugarman, Christian, et al., Op. cit., pp. 30–32. [4] Collier, V.P. and W.P. Thomas. “The Astounding Effectiveness of Dual Language Education for All.” George Mason University. p. 15. [http://www.berkeleyschools.net/wp-content/uploads/2011/10/TWIAstounding\\_Effectiveness\\_Dual\\_Language\\_Ed.pdf?864d7e](http://www.berkeleyschools.net/wp-content/uploads/2011/10/TWIAstounding_Effectiveness_Dual_Language_Ed.pdf?864d7e) [4] Torres-Guzman, Op. cit., pp. 10–11.

<sup>118</sup> Howard, Sugarman, Christian, et al., Op. cit., p. 30.

<sup>119</sup> [1] Howard and Christian, Op. cit., p. 6. [2] Howard, Sugarman, Christian, et al., Op. cit., pp. 32–33. [3] Collier and Thomas, Op. cit., p. 3.

<sup>120</sup> Boyle et al., Op. cit., pp. 37–38.

programs to enroll between one third to two third students who speak the partner language as a native language.<sup>121</sup>

## FAMILY AND COMMUNITY

The sixth set of CAL guiding principles focuses on the need for *adequate family and community engagement and collaboration with dual language programs*.<sup>122</sup> Effective dual language programs generally incorporate **a variety of home/school collaboration activities**, such as parents being involved in homework activities and volunteering in the classroom.<sup>123</sup> Parents can support language development by providing children with audio, video, and reading materials in the partner language; taking children to places where the second language is used; and establishing friendships with speakers of the partner language.<sup>124</sup>

Programs can also encourage family engagement with the dual language program by effectively and regularly communicating with parents in both languages of instruction; sponsoring regular meetings to address program topics such as language acquisition and helping with homework.<sup>125</sup> Some programs offer “continuing education” in the form of English and Spanish classes or workshops for parents interested in second language acquisition.<sup>126</sup>

Parents and community members should also be involved in **program decision-making** through participation in committees or taskforces that influence program design and curriculum.<sup>127</sup> New Mexico, for example, requires districts to establish parent advisory committees that are representative of students served by the district. These advisory committees are involved in the development, implementation, and evaluation of dual language programs.<sup>128</sup> Similarly, parents at the dual language school Cypress Hills in New York are actively involved in decision-making through participation in the school’s governance committee and in teacher hiring processes.<sup>129</sup>

Because the goal of dual language programs is to promote equal status of both languages, program administrators should be sure to **create a welcoming environment** for family members of all backgrounds and language abilities. Both groups should have access to the same information and be equally involved in activities that influence the program.<sup>130</sup> School signs should be available in both languages, and staff members that interact with parents

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<sup>121</sup> Ibid., p. 38.

<sup>122</sup> Howard, Sugarman, Christian, et al., Op. cit., pp. 36–37.

<sup>123</sup> [1] Ibid., p. 36. [2] Alanis and Rodriguez, Op. cit.

<sup>124</sup> Howard, Sugarman, Perdomo, et al., Op. cit., p. 17.

<sup>125</sup> Ibid., p. 180.

<sup>126</sup> [1] Alanis and Rodriguez, Op. cit. [2] Howard and Christian, Op. cit., p. 15.

<sup>127</sup> Howard and Christian, Op. cit., p. 15.

<sup>128</sup> Boyle et al., Op. cit., p. 43.

<sup>129</sup> Imbimbo et al., Op. cit., p. 13.

<sup>130</sup> Howard and Christian, Op. cit., p. 15.

should be bilingual. Dual language programs may also consider hiring a parent liaison that speaks both program languages and understands parents' needs.<sup>131</sup>

Schools should be aware that the language used in meetings can influence parental involvement. Spanish-speaking parents, for example, are less likely to participate in parent organizations or meetings when they are held primarily in English.<sup>132</sup> Schools should also recognize that lack of transportation, childcare, or job flexibility can be a barrier for some parents in attending meetings at school. Therefore, dual language programs should explore ways to make activities more accessible to parents.<sup>133</sup>

## SUPPORT AND RESOURCES

The final set of CAL guiding principles focuses on the need for *concrete program support* from district and program administrators, teachers, staff, and community members. This includes **adequate funding** for all aspects of the program, including equipment, materials, staffing, and professional development.<sup>134</sup> Some dual language program administrators encourage districts to develop dedicated funding streams for dual language programs, such as funding from the operational budget, rather than relying on temporary or grant funding.<sup>135</sup>

Administrators, staff, and community members can also demonstrate support for dual language programs through their **attitudes toward and commitment to bilingualism and biliteracy**. All stakeholders must understand the goals, values, and principles of dual language education.<sup>136</sup> Schools must maintain high academic standards for all students and understand the concept of additive bilingualism, i.e., acquiring a second language with no detriment to the student's home language and academic content learning.<sup>137</sup>

Research studies have shown that administrator attitudes play an important role in dual language program implementation. Administrators and teachers in a San Francisco area dual language program, for example, undermined the goals of the program by holding Spanish speakers and English speakers to different academic standards.<sup>138</sup> A program in Texas, by contrast, was successful in part due to strong principal support for the program and emphasis on rigorous standards for all students.<sup>139</sup> The principal proactively stayed informed about dual language issues by reading about dual language research, state laws, and parents' rights, and she also maintained close relationships with district-level staff to ensure adequate resource allocation for program implementation and professional development.

<sup>131</sup> Howard, Sugarman, Christian, et al., Op. cit., p. 36.

<sup>132</sup> Howard, Sugarman, and Christian, Op. cit., p. 58.

<sup>133</sup> Howard, Sugarman, Perdomo, et al., Op. cit., p. 180.

<sup>134</sup> Howard, Sugarman, Christian, et al., Op. cit., p. 38.

<sup>135</sup> [1] Howard, Sugarman, and Christian, Op. cit., p. 21. [2] Singmaster, H. "Ten Lessons for Language-Immersion Programs." Education Week, June 23, 2016.  
[http://blogs.edweek.org/edweek/global\\_learning/2016/06/ten\\_lessons\\_for\\_language\\_immersion\\_programs.htm](http://blogs.edweek.org/edweek/global_learning/2016/06/ten_lessons_for_language_immersion_programs.htm)

<sup>136</sup> Howard, Sugarman, Christian, et al., Op. cit., p. 38.

<sup>137</sup> Ibid., pp. 8, 24.

<sup>138</sup> Howard, Sugarman, and Christian, Op. cit., p. 17.

<sup>139</sup> Alanis and Rodriguez, Op. cit.

## SECTION II: ISSUES IN DUAL-LANGUAGE IMMERSION PROGRAMS

This section discusses four topics of particular interest to the requesting partner district: cross-cultural competence, special education, achievement gaps, and supporting middle and high school students.

### CROSS-CULTURAL COMPETENCE

Fostering cross-cultural competence is one of the primary goals of dual language immersion programs, in addition to developing bilingualism and biliteracy. Because dual language programs by their very nature place students in linguistically, racially, and ethnically diverse environments, some argue that positive cross-cultural attitudes will naturally develop in these environments. However, others suggest that, due to existing status differences between native and non-native English speakers in dual language programs, cross-cultural competence may not automatically occur; **programs must actively develop cross-cultural skills.**<sup>140</sup> Many dual language programs actively deliver multicultural and anti-bias curricula to students and teachers.<sup>141</sup>

A majority of research related to dual language programs has focused on academic outcomes rather than cross-cultural awareness. As a result, few studies have identified the most effective methods for fostering cross-cultural competence within dual language programs.<sup>142</sup> Nonetheless, dual language experts have identified a number of strategies that can foster cross-cultural competence among students and staff. Key strategies include equalizing the status of both languages and using culturally responsive instructional strategies.

### EQUALIZING LANGUAGE STATUS

First, administrators, teachers, and staff should create an environment that gives **equal status to both languages**. Studies have found that a variety of factors can cause dual language programs to favor English over the partner language, and CAL cautions that:

...student groupings, ways of rewarding and reinforcing desired behavior, use of time and space, and counseling and parent outreach efforts all reflect cultural norms and must be carefully planned.<sup>143</sup>

Practices that subtly or overtly favor English over Spanish can take multiple forms. For example, one dual language program provided materials in both English and Spanish in

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<sup>140</sup> [1] Howard, Sugarman, and Christian, Op. cit., pp. 37–41. [2] Howard, Sugarman, Perdomo, et al., Op. cit., p. 3. [3] Stolte, L.C. “Opening the Door to Cross-Cultural Educación in Two-Way Immersion Programs.” Harvard University, 2015. pp. 34–45. <https://dash.harvard.edu/bitstream/handle/1/16461034/STOLTE-DISSERTATION-2015.pdf?sequence=1>

<sup>141</sup> Howard, Sugarman, and Christian, Op. cit., pp. 38–39.

<sup>142</sup> Boyle et al., Op. cit., p. 25.

<sup>143</sup> Howard, Sugarman, Perdomo, et al., Op. cit., p. 36.

Spanish classes, but provided only English materials in the library and other areas of the school.<sup>144</sup> In another program, teachers corrected native Spanish speakers for using vernacular, “non-standard” Spanish but praised all efforts of native English speakers to use Spanish, thereby discouraging native Spanish speakers from wanting to use Spanish in the classroom. In addition, teachers devoted more instructional time to standardized tests in English, while the Spanish test was seen as an afterthought.<sup>145</sup> Finally, weak program implementation can frequently be a barrier to promoting use of the partner language. A common implementation issue is that teachers use English as the language of instruction for a larger proportion of time than was intended by the program design.<sup>146</sup>

Dual language programs may use a variety of strategies to address these barriers. Teachers should “celebrate linguistic diversity” by valuing, rather than correcting, regional variations in vocabulary and pronunciation.<sup>147</sup> Schools should ensure that resources and learning materials are available in both languages of instruction, and monitor program implementation to determine whether instructional time in both languages is implemented as intended.<sup>148</sup> Schools should use both languages in a wide context, such as in signs, announcements, assemblies, and PTA meetings.<sup>149</sup> Dual language programs should also strive to provide support services in both languages when possible, and provide a Spanish-speaking liaison to parents that speak Spanish.<sup>150</sup> Finally, staff and teachers may require professional development and training related to bilingual education and valuing of both languages.<sup>151</sup>

## CULTURALLY RESPONSIVE INSTRUCTION

As discussed in Section I, dual language programs can also foster cross-cultural competence through the **curriculum and instructional strategies**. Using multicultural materials and incorporating students’ perspectives into the curriculum is important for developing culturally relevant instructional environment. A recent review of the literature on culturally responsive teaching identified six practices and strategies that have the most robust evidence base and/or are most frequently recommended by educators and researchers: 1) collaborative teaching; 2) responsive feedback; 3) modeling; 4) instructional scaffolding; 5) problem-solving approach; and 6) child-centered instruction.<sup>152</sup> These practices are summarized in Figure 2.1 on the following page.

<sup>144</sup> Howard, Sugarman, and Christian, Op. cit., p. 47.

<sup>145</sup> Ibid., p. 48.

<sup>146</sup> Ibid., pp. 47–48.

<sup>147</sup> Howard, Sugarman, Perdomo, et al., Op. cit., p. 35.

<sup>148</sup> [1] Howard, Sugarman, and Christian, Op. cit., pp. 47–48. [2] Unger, M. “Equalizing the Status of Both Languages in a Dual Immersion School.” Center for Advanced Research on Language Acquisition, November 2001. [http://carla.umn.edu/immersion/acie/vol5/Nov2001\\_EqualStatus.html](http://carla.umn.edu/immersion/acie/vol5/Nov2001_EqualStatus.html)

<sup>149</sup> [1] Genesee et al., Op. cit., p. 38. [2] Howard, Sugarman, Perdomo, et al., Op. cit., pp. 55–56.

<sup>150</sup> [1] Genesee et al., Op. cit., p. 38. [2] Unger, Op. cit.

<sup>151</sup> Howard, Sugarman, Christian, et al., Op. cit., pp. 18–19.

<sup>152</sup> Aceves, T.C. and M.J. Orosco. “Culturally Responsive Teaching.” University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center, 2014. p. 9. <http://cedar.education.ufl.edu/wp-content/uploads/2014/08/culturally-responsive.pdf>

**Figure 2.1: Instructional Strategies for Culturally Responsive Teaching**

PRACTICE	DESCRIPTION	EXAMPLE
<b>Collaborative teaching</b>	Instructional methods are a joint effort between students and teachers. Students share and learn from their collective experiences.	The teacher organizes students into heterogeneous groups based on learning ability. Students engage in discuss, ask and answer questions, and relate what they are learning to their own backgrounds.
<b>Responsive feedback</b>	Teachers provide regular feedback to students and support students in a way that is sensitive to students' individual and cultural preferences.	Teachers incorporate students' responses, ideas, language, and experiences into the feedback that is provided while inviting students to develop a new understanding of what they are learning.
<b>Modeling</b>	Teachers discuss instructional expectations while providing examples based on students' cultural, linguistic, and lived experiences.	A lesson among indigenous Alaskan students would emphasize learning through observation, an important tradition among Alaskan Native communities.
<b>Instructional scaffolding</b>	Teachers control for task difficulty and use students' backgrounds and experience to promote understanding. Scaffolding includes using different types of questions, providing appropriate wait time and taking turns, extending and acknowledging students' responses, and using supporting instructional materials, such as visual aids.	Scaffolding can include references to English language learners' primary languages or cultures, such as by using relevant cognates while teaching English.
<b>Problem-solving approach</b>	Teachers create opportunities for students to investigate real-world problems, formulate questions, and develop solutions to challenging situations. Culturally responsive problem-solving occurs when students address problems related to important cultural and linguistic issues.	Examples of problem-solving include: gathering and critiquing additional sources to supplement textbook curricula to better reflect students' cultural and linguistic backgrounds; investigating colleges with supportive programs for diverse students; and collecting oral histories from community elders regarding topics of study.
<b>Child-centered instruction</b>	Students' contributions drive the teaching and learning process, and instruction centers on student-generated ideas, background knowledge, values, communication styles, and preferences.	Instructional Conversation is a child-centered practice that focuses on facilitating student-relevant dialogue. Students engage in conversations about academic content while establishing connections to personal, cultural, family, and community knowledge.

Source: Aceves and Orosco<sup>153</sup><sup>153</sup> Adapted from Ibid., pp. 13–19.



Finally, dual language programs should also ensure that teachers and program staff have cross-cultural skills for working with the students and families served by the program. Ongoing professional development can build teachers' and staff's skills in providing culturally responsive instruction and in positive cross-cultural relationships among students.<sup>154</sup>

## SPECIAL EDUCATION

CAL recommends that students with special education needs be accepted into dual language programs except when students have a "serious speech delay in their native language."<sup>155</sup> In this case, admittance decisions should be "carefully conducted on an individual basis." In addition, students in dual language programs are not typically moved out of the program due to diagnosis of a learning disability after enrollment.

Few studies have investigated the outcomes of students with special needs in dual language immersion programs. However, studies that have included special needs students have generally found that these students are able to benefit from dual language programs by gaining second language proficiency. Further, participation in dual language programs does not appear to negatively affect achievement on standardized tests for students with special education needs.<sup>156</sup> However, additional research is needed to determine the long-term effects of dual language instructions on students with special needs and to determine best practices for serving these students in dual language programs.<sup>157</sup>

## IDENTIFYING LEARNING DISABILITIES IN DUAL LANGUAGE PROGRAMS

Identifying learning disabilities for students within dual language immersion programs is particularly challenging because it can be difficult to determine whether learning difficulties are due to an actual learning disability or a temporary difficulty in learning the second

<sup>154</sup> [1] Howard, Sugarman, Christian, et al., Op. cit., p. 21. [2] Howard, E.R. and M.I. Loeb. "In Their Own Words: Two-Way Immersion Teachers Talk about Their Professional Experiences. ERIC Digest." Eric Clearinghouse on Language and Linguistics, December 1998. <http://www.ericdigests.org/1999-3/immersion.htm> [3] Davis, M. "Preparing for Cultural Diversity: Resources for Teachers." Edutopia, August 29, 2013. <http://www.edutopia.org/blog/preparing-cultural-diversity-resources-teachers>

<sup>155</sup> Howard, Sugarman, Christian, et al., Op. cit., p. 34.

<sup>156</sup> [1] Myers, M.L. "Achievement of Children Identified with Special Needs in Two-Way Spanish/English Immersion Programs." American Council on Immersion Education, April 2011. <http://aps.schoolwires.com/cms/lib2/VA01000586/Centricity/Domain/965/MLM.Soleado.fall11.pdf> [2] Fortune, T.W. and M. Menke. "Understanding Language and Learning Disabilities in Immersion Education: Immersion Educators' Top Questions & Research-Based, Practitioner-Informed Responses." American Council on Immersion Education, February 2009. [http://carla.umn.edu/immersion/acie/vol12/no2/bridge\\_Feb\\_2009.pdf](http://carla.umn.edu/immersion/acie/vol12/no2/bridge_Feb_2009.pdf) [3] Lindholm-Leary, K. "Successes and Challenges in Dual Language Education." *Theory Into Practice*, 51:4, 2012. [http://www.lindholm-leary.com/resources/Publications/KLL\\_TheoryIntoPractice2012.pdf](http://www.lindholm-leary.com/resources/Publications/KLL_TheoryIntoPractice2012.pdf) [4] Marian, V., A. Shook, and S.R. Schroeder. "Bilingual Two-Way Immersion Programs Benefit Academic Achievement." *Bilingual Research Journal*, 36, 2013. <http://comm.soc.northwestern.edu/bilingualism-psychoinguistics/files/MarianetalImmersionEducation.pdf>

<sup>157</sup> Parkes, J. et al. "Urgent Research Questions and Issues in Dual Language Education." Dual Language Researcher Convocation, 2009. pp. 27–31. [http://www.dlenm.org/images/Documents/Research\\_Report.pdf](http://www.dlenm.org/images/Documents/Research_Report.pdf)



language.<sup>158</sup> A general rule of thumb is that learning disabilities will be evident in both languages, while a second language learning issue will be evident only in that language.<sup>159</sup>

To determine whether a student has a learning disability, teachers must collect as much information about a student as possible to determine whether a student requires special education interventions. This information should include:

...background characteristics, oral language proficiency and literacy skills in both the first and the second language, academic achievement in both the first and the second language, sensory abilities (hearing/vision, social skills, and emotional and behavioral issues).<sup>160</sup>

The dual language program at Nestor Elementary in San Diego, for example, has used a “red folder process” to identify students with special education needs. The red folder process begins when a teacher notices that a student is struggling academically, and the red folder outlines a series of steps that should be followed, including different recommendations for native Spanish and native English speakers (such as different expectations for reading ability). The folder also documents results of learning and behavioral assessments and tracks interventions that are implemented with the student.<sup>161</sup>

After documenting information about the student and interviewing the student and parents, the teacher works with the student and their parents or guardians, special education teachers, and other colleagues to implement interventions to assist the student with their academic difficulties. If the student does not make progress after several months, the school schedules a formal meeting with the parents, resource teacher, and other school specialists to determine whether additional testing or interventions are needed.<sup>162</sup> An overview of the red folder process is described in Figure 2.2.

**Figure 2.2: Red Folder Process at Nestor Elementary Dual Language Program**

PHASE	STEPS
Phase I: Investigation	Complete the <b>student profile form</b> , which documents:
	<ul style="list-style-type: none"> <li>Home language and language of instruction.</li> <li>Results of reading, language, and math assessments.</li> <li>Attendance issues</li> <li>Special services received.</li> <li>Health issues.</li> </ul>
	<b>Parent contact:</b> Get information from the child’s parents about their strengths/weaknesses, including: <ul style="list-style-type: none"> <li>Child’s strengths and interests, educational history, and previous services.</li> <li>Developmental health history, medical information, and family history.</li> <li>Strategies and discipline used at home.</li> <li>Future goals and expectations for child, and any concerns of parents.</li> </ul>

<sup>158</sup> Howard, Sugarman, Perdomo, et al., Op. cit., p. 43.

<sup>159</sup> Ibid.

<sup>160</sup> Ibid., p. 44.

<sup>161</sup> Ibid., pp. 44–45, 236.

<sup>162</sup> Ibid., pp. 44–45.

PHASE	STEPS	
	<b>Student interview:</b> Interview the student and find out more about her/him, using the following questions:	
	<ul style="list-style-type: none"><li>What do you like/dislike about school? What is your favorite subject?</li><li>Which subject is difficult for you? What are some things you do very well?</li><li>What is something you would like to be able to do? What would you like to be able to read or learn?</li><li>What would help you learn better?</li></ul>	
	<b>Behavior observation:</b> What strengths and weaknesses does the student have in the following areas?	
	<ul style="list-style-type: none"><li>Academic skills.</li><li>Learning and processing skills.</li><li>Speech and language.</li><li>Motor skills.</li><li>Escape or attention-seeking behaviors.</li></ul>	<ul style="list-style-type: none"><li>Social skills.</li><li>Emotional skills.</li><li>Physical characteristics, such as sleep, weight, bathroom, eye, or hearing issues.</li></ul>
	<b>Classroom modification:</b> Document interventions and what has worked and what has not, such as:	
	<ul style="list-style-type: none"><li>Environmental modifications, such as seat change, peer assistance, and organization systems.</li><li>Materials modifications, such as learning tools, study guides, self-monitoring systems, home-school contract, and multi-sensory materials.</li><li>Teaching/instructional strategies, such as grouping strategies, positive reinforcement, and individual conferences.</li><li>Assignments and curricular modifications, such as “clean” handouts, extra time, lower-grade assignments, independent study, and technology aids.</li></ul>	
	<b>Work samples:</b> Provide current work samples that reflect the area of concern, and include anecdotal notes that delineate how the work was completed.	
Phase II: Collaboration	<b>Parent conference:</b> Work with the child’s parents and select interventions together.	
	<b>Request screenings.</b> Screen the student for health, speech/language, behavior, or other issues as needed.	
	<b>Teacher conference:</b> Meet with colleagues to select interventions to implement for four to six weeks. After six weeks, meet again with colleagues again to document how the selected interventions worked or did not work.	
	<b>Update tracking sheet:</b> Ensure tracking sheet that documents interventions and assessments is up-to-date.	
Phase III: Continue Intervention or Refer to School Study Team	<b>If the interventions are working,</b> continuing providing interventions until student meets goals.	
	<b>If the student is not making gains or progress:</b> <ul style="list-style-type: none"><li>Turn in red folder to School Study Team (SST) chair. SST reviews red folder.</li><li>Invite parents to formal SST meeting, which may include teachers, specialists, and other staff.</li></ul>	

Source: Howard et al.<sup>163</sup>

<sup>163</sup> Adapted from Ibid., pp. 217–236.

## INSTRUCTIONAL STRATEGIES FOR STUDENTS WITH DISABILITIES

Some education researchers argue that dual language programs may be “ideal placements” for students with special education needs because the accommodations made for language learners are similar to those used for students with special needs.<sup>164</sup> However, teachers must ensure that high academic expectations are maintained alongside providing learning accommodations; without careful planning, simplifying language or providing other accommodations may lower the challenge level of an activity.<sup>165</sup> This sub-section summarizes three common strategies used for language learners and students with disabilities: scaffolding, peer-assisted learning, and sheltered instruction.

### SCAFFOLDING

Teachers can adapt instructional strategies and supports based on students’ needs. The most promising scaffolding strategies for language learners with disabilities include:<sup>166</sup>

- **Cues.** Teachers can use cues such as advance organizers and prompting questions to introduce lessons and guide students’ learning. Advance organizers are typically brief activities to introduce a lesson’s objectives and link what students already know to what they will learn in the lessons. These activities can also relate the topic to students’ interests and cultures. Questions can be used to reinforce or check understanding of a topic. Cues can be useful for supporting ELL students when they are overwhelmed by the English language or when they are having difficulty understanding abstract concepts.
- **Visuals.** Teachers can use a variety of visuals, such as pictures, diagrams, charts, or graphic organizers in conjunction with oral instruction and reading of long texts. For example, teachers can use pictures to help students understand math word problems. To help students understand reading passages, ELL students can work independently or in groups to complete graphic organizers that outline the “who,” “what,” “when,” “where,” “why,” and “how” of a story or reading passage.
- **Think-pair-share.** Think-pair-share is an activity in which students think about a question or topic for a brief amount of time, discuss ideas in a pair or group, and then share ideas with the whole class. This activity can be helpful for ELL students because they often feel more comfortable discussing ideas with one or two students, rather

<sup>164</sup> Ibid., p. 48.

<sup>165</sup> Ibid., p. 49.

<sup>166</sup> [1] Nguyen, H.T. “General Education and Special Education Teachers Collaborate to Support English Language Learners with Learning Disabilities.” *Issues in Teacher Education*, Spring 2012. pp. 142–143. <http://files.eric.ed.gov/fulltext/EJ986820.pdf> [2] Carr, J. “Strategies for Teaching English Learners and Students with Learning Disabilities.” *Working with Challenging Students*, October 5, 2012. <http://www.ascd.org/ascd-express/vol8/802-carr.aspx> [3] Carr, J. and S. Bertrando. “Top 10 Instructional Strategies for Struggling Students.” *Leadership*, October 2012. pp. 25–26. <http://files.eric.ed.gov/fulltext/EJ983557.pdf> [4] Carr, J.W. and S. Bertrando. *Teaching English Learners and Students with Learning Difficulties in an Inclusive Classroom*. (WestEd, 2012). pp. 99–105. [https://books.google.com/books?id=g723SIDM4z4C&dq=Teaching+English+Learners+and+Students+with+Learnin+g+Difficulties+in+an+Inclusive+Classroom:+A+Guidebook+for+Teachers+pdf&source=gbs\\_navlinks\\_s](https://books.google.com/books?id=g723SIDM4z4C&dq=Teaching+English+Learners+and+Students+with+Learnin+g+Difficulties+in+an+Inclusive+Classroom:+A+Guidebook+for+Teachers+pdf&source=gbs_navlinks_s)

than in front of the whole class. ELL students may also benefit from additional “wait and think” time in these types of activities, to allow for more time to process information.

- **Think aloud.** This strategy is a form of modeling in which teachers describe their cognitive process while completing a task, such as deciphering a text or identifying strategies to complete a math problem. Think alouds can help teachers understand ELL students’ thought processes and can also help students feel more comfortable verbalizing their thoughts in English.
- **KWL Chart.** The teacher writes what students already know about a topic (K), what they want to learn about a topic before beginning a new lesson (W), and what they learn after a lesson is completed (L).
- **Summarization.** Rather than summarizing information at the end of a lesson, students and teachers summarize chunks of information throughout the lesson. Summarization and KWL strategies can help to address knowledge gaps or misunderstandings during a lesson.

### PEER-ASSISTED LEARNING

Peer-Assisted Learning (PAL) is an instructional intervention in which students of different ability levels work together on academic tasks.<sup>167</sup> Several studies have found that PAL can improve the reading and math skills of ELL students and students with disabilities, including those enrolled in dual language programs.<sup>168</sup> PAL can be effective for ELL students with disabilities because it provides increased opportunities for practicing language and receiving feedback, and increases students’ engagement in a task.<sup>169</sup>

PAL can be well suited for a variety of tasks, such as word and text reading, vocabulary development, and comprehension. A Texas PAL reading program for ELL students with learning disabilities included the following components:<sup>170</sup>

- **PAL reading instruction three times a week** for 35 minutes each. Within a pair, each student served in the role of the tutor and tutee. Pairs were rotated every three to four weeks.
- **Partner reading with story retell.** Each student read aloud for five minutes, with the stronger reader reading aloud first. Students serving in the listening role listened for

<sup>167</sup> “Best Practice for ELLs: Peer-Assisted Learning.” Colorín Colorado. <http://www.colorincolorado.org/article/best-practice-ells-peer-assisted-learning>

<sup>168</sup> [1] Saenz, L.M., L.S. Fuchs, and D. Fuchs. “Peer-Assisted Learning Strategies for English Language Learners With Learning Disabilities.” *Exceptional Children*, 71:3, Spring 2005. pp. 231–234.  
<http://kc.vanderbilt.edu/pals/pdfs/Peer-Assisted%20Learning%20Strategies%20for%20English%20Language%20Learners%20with%20Disabilities.pdf> [2] “Peer Assisted Learning Strategies.” Blueprints for Healthy Youth Development. <http://www.blueprintsprograms.com/evaluation-abstract/peer-assisted-learning-strategies>

<sup>169</sup> Saenz, Fuchs, and Fuchs, Op. cit., p. 233.

<sup>170</sup> Ibid., pp. 237–239.

different types of errors, such as saying the wrong word or adding or leaving out a word. After reading the passages out loud, each partner in the pair recounted the story to their partner.

- **Paragraph shrinking.** Each student read aloud for five minutes and stopped after each paragraph to summarize what was read, using main idea statements. Tutors asked tutees to skim paragraphs and try again if they give an inaccurate summary of a passage.
- **Prediction relay.** The reader made a prediction before reading, read half a page, and checked their prediction. The reader then summarized the passage using the paragraph shrinking strategy.
- **Opportunities to earn points.** Students earned points for reading sentences correctly and making good main idea statements.

### *SHELTERED INSTRUCTION*

Sheltered instruction, as discussed previously in this report, is a strategy for modifying language to help students understand academic content. Sheltered instruction is a commonly recommended<sup>171</sup> Teachers can also modify their language by slowing their speech, simplifying vocabulary and grammar, repeating key words, and relating content to students' background knowledge and experience.<sup>172</sup> Sheltered instruction strategies for students with disabilities may include the following:<sup>173</sup>

- Create a learner-friendly environment through seating and lighting.
- Remove distractions to student learning.
- Vary classroom organization and management tactics to provide needed support and encouragement.
- Adapt methods of presentation (e.g., use modeling and demonstration) and methods of practice (visual, auditory, kinesthetic, and tactile presentation of new concepts) to the students' needs.
- Use technology to enhance learning.
- Apply behavior management techniques.
- Use reformatted materials (graphic organizers, enlarged typeface, cued text, and recorded books) and technology aids.
- Use one-on-one teaching through the use of cross-age and peer tutoring and instructional aides.

<sup>171</sup> [1] Nguyen, Op. cit., pp. 138–139. [2] Artiles, A.J. and A.A. Ortiz. "English Language Learners With Special Education Needs." Center for Applied Linguistics, 2002. pp. 127–129. <http://files.eric.ed.gov/fulltext/ED482995.pdf>

<sup>172</sup> Moughamian, A.C., M.O. Rivera, and D.J. Francis. "Instructional Models and Strategies for Teaching English Language Learners." Center on Instruction, University of Houston, 2009. p. 6. <http://files.eric.ed.gov/fulltext/ED517794.pdf>

<sup>173</sup> Bullet points quoted verbatim from Artiles and Ortiz, Op. cit., pp. 128–129.

## ACHIEVEMENT GAPS

In general, dual language programs are typically more effective than other program models (e.g., monolingual education) at closing the academic achievement gap between native English speakers and ELLs.<sup>174</sup> However, **achievement gaps within dual language programs may persist for a long period of time**; some studies have shown that it may take three to seven years to close the gap between test scores of ELLs' and those of native English speakers.<sup>175</sup> In addition, social class differences often exist in dual language programs, with most native English speakers coming from middle class, highly educated families and most ELL students coming from working class, less educated families.<sup>176</sup> Finally, some studies have found that dual language programs may have mixed results for African-American students if programs are not responsive to their needs.<sup>177</sup>

To address these achievement gap issues, education researchers recommend several strategies. First, districts should **be aware of potential achievement gaps when evaluating programs**.<sup>178</sup> ELL students typically show comparable achievement to their peers by middle school or the end of the dual language program, but typically show lower levels of achievement in early years of the program.<sup>179</sup> San Francisco Unified School District, for example, recently evaluated its dual language immersion programs and found that ELL dual language students were behind ELL students in English-only immersion programs in early grades, but *caught up to or surpassed English-only students by middle school*.<sup>180</sup> Administrators should be prepared for this scenario when examining outcomes data. Programs should communicate to parents and other stakeholders that several years of data may be necessary to show the full benefits of the dual language program.<sup>181</sup>

In addition, dual language programs must **maintain high quality academic instruction and standards** in order to prevent achievement gaps. Key strategies for closing achievement gaps are those already discussed previously in this report, listed in Figure 2.3.<sup>182</sup>

<sup>174</sup> [1] Lindholm-Leary, "Successes and Challenges in Dual Language Education," Op. cit., pp. 257–259. [2] Howard, Sugarman, and Christian, Op. cit., pp. 25–36. [3] Steele, J.L. et al. "The Effect of Dual-Language Immersion on Student Achievement: Evidence from Lottery Data." October 2015. pp. 8–9.  
<https://drive.google.com/file/d/0BwMCOcly3BWEcTkyV2RnUmZMTTg/view>

<sup>175</sup> [1] Howard, Sugarman, and Christian, Op. cit., pp. 24, 36. [2] Lindholm-Leary, "Successes and Challenges in Dual Language Education," Op. cit., p. 259. [3] Valentino, R.A. and S.F. Reardon. "Effectiveness of Four Instructional Programs Designed to Serve English Learners: Variation by Ethnicity and Initial English Proficiency." Stanford University Graduate School of Education, December 2014. p. 25.  
[http://cepa.stanford.edu/sites/default/files/Valentino\\_Reardon\\_EL%20Programs\\_12\\_15\\_14.pdf](http://cepa.stanford.edu/sites/default/files/Valentino_Reardon_EL%20Programs_12_15_14.pdf)

<sup>176</sup> Howard, Sugarman, Christian, et al., Op. cit., p. 25.

<sup>177</sup> [1] Howard, Sugarman, and Christian, Op. cit., pp. 39–41. [2] Howard, Sugarman, Christian, et al., Op. cit., p. 33.

<sup>178</sup> [1] Lindholm-Leary, "Successes and Challenges in Dual Language Education," Op. cit., p. 259. [2] Grayson, Op. cit.

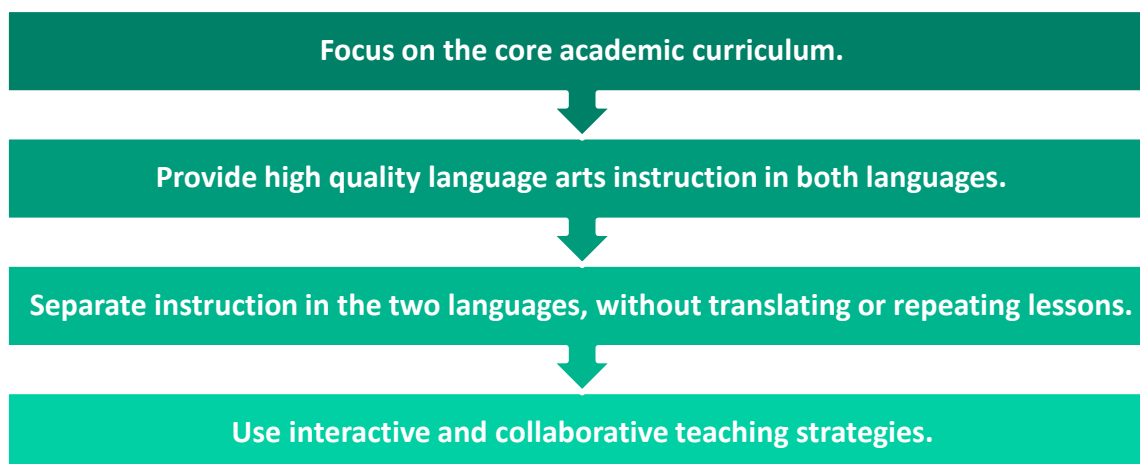
<sup>179</sup> Lindholm-Leary, "Successes and Challenges in Dual Language Education," Op. cit., p. 259.

<sup>180</sup> Myers, A. "Two-Language Instruction Best for English-Language Learners, Stanford Research Suggests." Stanford Graduate School of Education, March 25, 2014. <https://ed.stanford.edu/news/students-learning-english-benefit-more-two-language-programs-english-immersion-stanford>

<sup>181</sup> Grayson, Op. cit.

<sup>182</sup> Ibid.

**Figure 2.3: Strategies to Maintain High Academic Standards and Close Achievement Gaps**



Source: Grayson<sup>183</sup>

Programs should also be sure to use strategies that equalize the status of both languages in the classroom and demonstrate value for students’ experiences and backgrounds, as discussed previously. For example, Spanish immersion programs should be sure to use culturally responsive teaching strategies for English-speaking African-American students, as well as Spanish speakers. A case study of a two-way immersion program in the Northeast United States found that the program had worse outcomes for African-American students due to the lack of cultural responsiveness and inclusiveness for these students.<sup>184</sup>

## SUPPORTING MIDDLE AND HIGH SCHOOL STUDENTS

Although some research has addressed the long-term outcomes of dual language programs,<sup>185</sup> few studies have addressed K-12 articulation or how to support students who complete a K-5 immersion program.<sup>186</sup> Many dual language programs exist only at the K-5 level, although experts generally agree that dual language immersion programs should extend into middle and high school.<sup>187</sup>

Just three states—Delaware, Georgia, and Utah—have outlined formal pathways for extending dual language learning into middle and high school.<sup>188</sup> These pathways are summarized in Figure 2.4 . In middle and high school, dual language learning typically consists

<sup>183</sup> Ibid.

<sup>184</sup> Howard, Sugarman, and Christian, Op. cit., p. 39.

<sup>185</sup> [1] Ibid., pp. 23–24. [2] Howard, Sugarman, Christian, et al., Op. cit., p. 29. [3] Grayson, Op. cit. [4] Collier and Thomas, Op. cit., p. 16. [5] Valentino and Reardon, Op. cit.

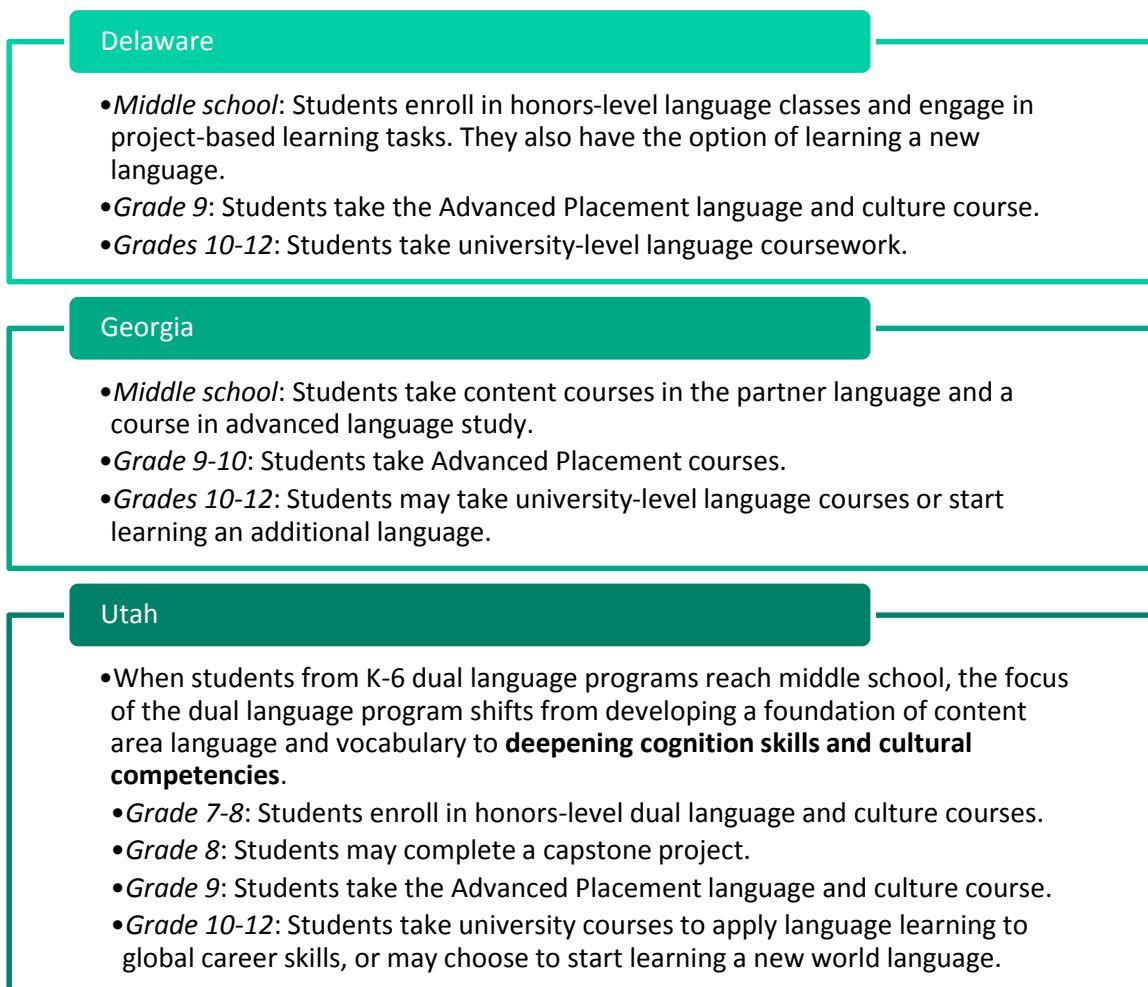
<sup>186</sup> [1] Tran, N.A. et al. “The Effects of Spanish English Dual Language Immersion on Student Achievement in Science and Mathematics.” *eJournal of Education Policy*, 2015. Accessed via EBSCOhost [2] Parkes et al., Op. cit., pp. 10–14.

<sup>187</sup> [1] Singmaster, Op. cit. [2] Boyle et al., Op. cit., pp. 40–41. [3] Montone, C.L. and M.I. Loeb. “Implementing Two-Way Immersion Programs in Secondary Schools.” Center for Research on Education, Diversity and Excellence, University of California, Berkeley, 2000. <http://crede.berkeley.edu/products/print/eprs/epr5.html>

<sup>188</sup> Boyle et al., Op. cit., pp. 40–41.

of **honors and advanced placement language courses** and improving cultural competencies. Secondary students may also take **university-level coursework**.

**Figure 2.4: Dual Language K-12 Articulation Pathways in Three States**



Source: U.S. Department of Education.<sup>189</sup>

In addition to offering advanced coursework in language and culture study, districts can use other **experiential learning opportunities** for students to apply language learning. Portland Public Schools, for example, provides travel opportunities for middle and high school students to encourage them to maintain their interest in the language. The district is also working to develop additional blended course options at the secondary level.<sup>190</sup>

<sup>189</sup> Adapted from Ibid., p. 41.

<sup>190</sup> Singmaster, Op. cit.



## SECTION III: PROFILES

This section profiles three long-standing dual language immersion programs in California and Oregon.

### CULVER CITY UNIFIED SCHOOL DISTRICT

Culver City Unified School District is home to one of the first dual language immersion programs in the country and the first dual language immersion program at a public school in California.<sup>191</sup> In 2011, the district celebrated the 40<sup>th</sup> anniversary of its Spanish language immersion programs.

#### PROGRAM DESIGN

The district currently **offers K-5 dual language programs in Spanish at two schools** (El Marino Language School and La Ballona Elementary School) and a Japanese immersion program at one school (El Marino Language School).<sup>192</sup> The programs are very popular within the district and frequently have long waiting lists.<sup>193</sup> Programs include:<sup>194</sup>

- **90/10 Spanish immersion program:** In kindergarten, 90 percent of instruction is in Spanish. By fifth grade, 50 percent of instruction is in Spanish.
- **70/30 Spanish immersion program:** In kindergarten, 70 percent of instruction is in Spanish. By fifth grade, 50 percent of instruction is in Spanish.
- **90/10 Japanese immersion program:** In kindergarten, 90 percent of instruction is in Japanese. By fifth grade, 50 percent of instruction is in Japanese.

At El Marino Language School, the district maintains a 22:1 student to teacher ratio for grades K-3. The district prioritizes enrollment based on sibling enrollment at the school and Spanish or Japanese language ability. The district strives for a class composition of 30 to 50 percent target language speakers and 50 to 70 percent English speakers.<sup>195</sup>

#### PROGRAM SUCCESSES

Although the formal dual language immersion program is offered only in grades K-5, the district offers a variety of opportunities for students to **continue language studies in middle**

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<sup>191</sup> [1] Ibid. [2] Chastang, C. "Plunging Into Languages: Culver City School Is First in State Devoted Totally to Spanish, Japanese Immersion." *Los Angeles Times*, September 11, 1994. [http://articles.latimes.com/1994-09-11/news/we-37119\\_1\\_spanish-immersion-program](http://articles.latimes.com/1994-09-11/news/we-37119_1_spanish-immersion-program)

<sup>192</sup> "Culver City Unified School District Language Immersion Programs - Culver City Unified School District." Culver City Unified School District. [http://www.ccusd.org/apps/pages/index.jsp?uREC\\_ID=42357&type=d&pREC\\_ID=322319](http://www.ccusd.org/apps/pages/index.jsp?uREC_ID=42357&type=d&pREC_ID=322319)

<sup>193</sup> "Dual Language Program Application/Information." Culver City Unified School District, April 18, 2016. [http://www.ccusd.org/apps/pages/index.jsp?uREC\\_ID=120892&type=d&pREC\\_ID=376543](http://www.ccusd.org/apps/pages/index.jsp?uREC_ID=120892&type=d&pREC_ID=376543)

<sup>194</sup> "Culver City Unified School District Language Immersion Programs - Culver City Unified School District," Op. cit.

<sup>195</sup> "Spanish Immersion Program - FAQ- Enrollment." El Marino Language School. [http://elmarino.ccusd.org/apps/pages/index.jsp?uREC\\_ID=56394&type=d&pREC\\_ID=345940](http://elmarino.ccusd.org/apps/pages/index.jsp?uREC_ID=56394&type=d&pREC_ID=345940)

**and high school.** In middle school, students take social studies and Spanish language arts entirely in Spanish, while students in the Japanese program may take content-based courses in Japanese as electives. In addition, students in both programs may take P.E. during “O-period” to allow additional time for taking an added “exploratory elective.” In high school, students can continue language studies and take advanced placement classes. Native Spanish speakers have the option of taking coursework in the “Nativos/Immersion strand” in high school.<sup>196</sup> These advanced courses support the Pathway to Biliteracy and Seal of Biliteracy awards introduced by the state in 2011.<sup>197</sup>

An additional factor to which the district attributes its success is **regular communication with stakeholders**. The district is “constantly educating parents, administrators, and other teachers on the immersion program and its results.”<sup>198</sup> At the El Marino Language School, for example, administrators held parent meetings (in multiple languages) about the benefits of dual immersion programs and how to help children become biliterate. Meeting topics have included the following:<sup>199</sup>

- How does my child learn in an immersion classroom?
- Myths and realities about immersion education.
- Advantages of becoming bilingual, biliterate, and multicultural.
- How to help your child read and write in another language.
- Parents as immersion advocates in the community.

Parents are highly invested in the success of the dual language program. The El Marino program is staffed by a number of part-time, adjunct teachers who provide additional support in the classroom. These teachers’ salaries are funded through the fundraising efforts of an independent nonprofit that was founded by parents in 1989. Most adjuncts have a connection to the school, such as being parents of current or former students or being former teachers or tutors.<sup>200</sup>

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<sup>196</sup> [1] “Culver City Unified School District Language Immersion Programs - Culver City Unified School District,” Op. cit. [2] “Culver City Unified Comprehensive Specialized Japanese Language Programs.” Culver City Unified School District, 2014. <https://d3jc3ahdjad7x7.cloudfront.net/Lrcdjitk4JB51kjuHWCx0qsifsb8SgPMSOoaThGztRgElcXz.pdf> [3] “Culver City Unified Comprehensive Specialized Spanish Language Programs.” Culver City Unified School District, 2014.

<https://d3jc3ahdjad7x7.cloudfront.net/WvqHRMDL1VZLwoXuUFhQ0PeeB6K9VfxB0FD4dBDdZxRhL04.pdf>  
<sup>197</sup> [1] Pumilia, T. “Strategic Planning Session - Update and FLAP Grant Goals.” El Marino Language School, June 15, 2011. p. 2. [http://www.ccusd.org/ourpages/auto/2011/6/15/50314425/StrategicPlanning\\_FLAPUpdate.pdf](http://www.ccusd.org/ourpages/auto/2011/6/15/50314425/StrategicPlanning_FLAPUpdate.pdf) [2] “Biliteracy Awards.” Culver City Unified School District. [http://www.ccusd.org/apps/pages/index.jsp?uREC\\_ID=42357&type=d&pREC\\_ID=553325](http://www.ccusd.org/apps/pages/index.jsp?uREC_ID=42357&type=d&pREC_ID=553325)

<sup>198</sup> Singmaster, Op. cit.

<sup>199</sup> “Immersion Parent Partnership Meetings: ‘Demystifying Immersion Education.’” El Marino Language School. [http://elmarino.ccusd.org/apps/pages/index.jsp?uREC\\_ID=160604&type=d&pREC\\_ID=333446](http://elmarino.ccusd.org/apps/pages/index.jsp?uREC_ID=160604&type=d&pREC_ID=333446)

<sup>200</sup> Peter, P. and K. Klowden. “Immersion Education for Parents.” City Journal, May 4, 2012. <http://www.city-journal.org/html/immersion-education-parents-11017.html>

## PORTLAND PUBLIC SCHOOLS

Portland Public Schools (PPS) began its first Spanish immersion program in 1986.<sup>201</sup> A recent evaluation of the district's dual language immersion programs found large academic gains for immersion students compared to non-immersion students. The district randomly assigns students to its immersion programs, allowing researchers to identify a causal relationship between participation in dual language and academic achievement.<sup>202</sup>

### PROGRAM DESIGN

PPS offers 90/10 immersion programs in Spanish and Russian and 50/50 immersion programs in Japanese, Chinese, and Vietnamese. All programs are offered **from kindergarten through high school**.<sup>203</sup> Figure 3.1 and Figure 3.2 below show the amount of instructional time in each language used in the 90/10 and 50/50 programs. In middle school, students take two to three classes per day in the partner language, and in high school, students take one advanced language class per day.<sup>204</sup>

**Figure 3.1: Portland Public Schools 90/10 Program Design**

GRADE	SPANISH OR RUSSIAN INSTRUCTION	ENGLISH INSTRUCTION
<b>Kindergarten</b>	90%	10%
<b>1<sup>st</sup></b>	80%	20%
<b>2<sup>nd</sup></b>	70%	30%
<b>3<sup>rd</sup></b>	60%	40%
<b>4<sup>th</sup>-5<sup>th</sup></b>	50%	50%
<b>6<sup>th</sup>-8<sup>th</sup></b>	33%	67%
<b>9<sup>th</sup>-12<sup>th</sup></b>	20%	80%

Source: Portland Public Schools<sup>205</sup>

**Figure 3.2: Portland Public Schools 50/50 Program Design**

GRADE	JAPANESE, CHINESE, OR VIETNAMESE INSTRUCTION	ENGLISH INSTRUCTION
<b>K-5<sup>th</sup></b>	50%	50%
<b>6<sup>th</sup>-8<sup>th</sup></b>	33%	67%
<b>9<sup>th</sup>-12<sup>th</sup></b>	20%	80%

Source: Portland Public Schools<sup>206</sup>

<sup>201</sup> Garcia, A. "Portland Public Schools: Achieving Equity One Dual Immersion Program at a Time." New America, November 16, 2015. <https://www.newamerica.org/education-policy/edcentral/ppsduallimmersion/>

<sup>202</sup> Mitchell, C. "Portland Dual-Language-Immersion Students Outperform Peers in Reading." Education Week, November 13, 2015. [http://blogs.edweek.org/edweek/learning-the-language/2015/11/dual-language\\_immersion\\_studen.html](http://blogs.edweek.org/edweek/learning-the-language/2015/11/dual-language_immersion_studen.html)

<sup>203</sup> "Dual Language Immersion." Portland Public Schools. <https://drive.google.com/file/d/0BwMCOcly3BWEWnJyaERNY2ZIZjg/view>

<sup>204</sup> Steele et al., Op. cit., p. 11.

<sup>205</sup> "Dual Language Immersion," Op. cit.

<sup>206</sup> Ibid.

Approximately 10 percent of the district’s students are enrolled in immersion programs.<sup>207</sup> Programs are currently available at 15 elementary schools, 12 middle schools, and 7 high schools.<sup>208</sup> The Spanish and Russian programs primarily follow a two-way model (enrolling approximately 50 percent students who are native speakers of the target language and 50 percent native English speakers), while the Japanese, Mandarin, and Vietnamese programs, as well as one Spanish program, use a one-way model (students are primarily native English speakers).<sup>209</sup>

## EVALUATION FINDINGS

The evaluation of PPS’ programs found that immersion students **outperformed their non-immersion peers in English reading**. Immersion students were ahead of peers in reading by about seven months in fifth grade and nine months in eighth grade.<sup>210</sup> Students’ native language did not affect English reading achievement; native English speakers and native partner language speakers had similar rates of English proficiency.<sup>211</sup> Immersion and non-immersion students did not differ in terms of science and math achievement, which program evaluators argued was a notable finding due to a common perception that dual language or bilingual programs negatively impact science and math learning.<sup>212</sup>

**ELL students in the program fared particularly well** compared to non-immersion ELL students—ELL immersion students scored an average of three points higher in English proficiency by sixth grade compared to non-immersion students. This effect was much higher (14 points) if the students’ native language matched the program’s partner language.<sup>213</sup>

Other findings from the study were also positive. In terms of partner language proficiency, non-native language speaking students generally achieved mid-to-high intermediate proficiency in Spanish and Chinese and reached low intermediate proficiency Japanese by eighth grade.<sup>214</sup> In terms of costs, the district spent approximately \$137 per immersion student in the 2013 to 2014 school year. The program evaluators estimated that for every \$10 spent per immersion pupil, students gained an additional day of reading skills.<sup>215</sup> The study authors concluded that immersion programs “appear to be a cost-effective strategy for raising English reading performance of both native English speakers and native speakers of other languages.”<sup>216</sup> Study results are available to the public on PPS’ website, with reports available in English, Chinese, Japanese, Russian, Somali, Spanish, and Vietnamese.<sup>217</sup>

<sup>207</sup> “Study of Dual-Language Immersion in the Portland Public Schools - Year 4 Briefing: November 2015,” Op. cit.

<sup>208</sup> “Current Programs - Dual Language Immersion Programs.” Portland Public Schools, 2015.  
<http://www.pps.net/Page/892>

<sup>209</sup> Steele et al., Op. cit., pp. 10–11.

<sup>210</sup> “Study of Dual-Language Immersion in the Portland Public Schools - Year 4 Briefing: November 2015,” Op. cit., p. 1.

<sup>211</sup> Ibid., p. 2.

<sup>212</sup> Steele et al., Op. cit., pp. 2, 5, 25.

<sup>213</sup> “Study of Dual-Language Immersion in the Portland Public Schools - Year 4 Briefing: November 2015,” Op. cit., p. 2.

<sup>214</sup> Steele et al., Op. cit., p. 12.

<sup>215</sup> “Study of Dual-Language Immersion in the Portland Public Schools - Year 4 Briefing: November 2015,” Op. cit., p. 2.

<sup>216</sup> Ibid.

<sup>217</sup> “Department of Dual Language.” Portland Public Schools. <http://www.pps.net/Page/269>

## PROGRAM SUCCESSES

PPS' program evaluation suggests that positive outcomes may be due in part to **consistent program implementation, including instruction in the partner language**. Classroom observations found that the time allocated to partner language instruction was fairly consistent with district guidelines for the 90/10 and 50/50 models.<sup>218</sup> For dedicated instructional time in the partner language, 52 percent of teachers remained in the partner language 100 percent of the time, and 46 percent remained in the partner language at least 90 percent of the time.<sup>219</sup> The study authors concluded:

...results may depend on the levels of instructional consistency and quality that the district has been able to cultivate over time. Maintenance of quality should be a central consideration in efforts to scale or replicate such programs.<sup>220</sup>

Another factor that has contributed to the district's success is its **commitment to educational equity and closing achievement gaps**.<sup>221</sup> In 2011, the board adopted a Racial Educational Equity Policy, which defines equity as increasing achievement for all groups while reducing gaps between different groups. The focus is on providing "additional and differentiated resources" based on educational needs, rather than providing equal resources and opportunities to all.

District administrators view the dual language program as a vital tool for eliminating achievement gaps for underserved groups. Immersion and non-immersion students are expected to meet the same academic content standards, and the district "develops or purchases partner-language curricula to make this possible."<sup>222</sup> Deliberate site selection for new immersion programs, based on community input and student enrollment data, helps the district determine the program language and model that will best meet students' needs.<sup>223</sup>

The district is also intentional about how enrollment may affect equity.<sup>224</sup> In many schools, native speakers receive priority for enrollment. The Mandarin program, for example, requires 50 percent enrollment of native Chinese speakers. In addition, the district placed a new immersion program in a rapidly gentrifying African-American neighborhood to ensure that underserved students have access to dual language programs; at this school, minority and low-income students receive priority for enrollment.

## SAN DIEGO COUNTY

This sub-section provides a brief overview of dual language initiatives implemented by the San Diego County Office of Education and the San Diego Unified School District.

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<sup>218</sup> Steele et al., Op. cit., p. 12.

<sup>219</sup> "Study of Dual-Language Immersion in the Portland Public Schools - Year 4 Briefing: November 2015," Op. cit., p. 2.

<sup>220</sup> Ibid.

<sup>221</sup> Garcia, "Portland Public Schools: Achieving Equity One Dual Immersion Program at a Time," Op. cit.

<sup>222</sup> Steele et al., Op. cit., p. 12.

<sup>223</sup> Garcia, "Portland Public Schools: Achieving Equity One Dual Immersion Program at a Time," Op. cit.

<sup>224</sup> Ibid.

## SAN DIEGO COUNTY OFFICE OF EDUCATION

The San Diego County Office of Education (SDCOE) has been a leader in a variety of dual language initiatives. In addition to translating the Common Core standards into Spanish,<sup>225</sup> the district has also developed a partnership with San Diego State University to provide a certification pathway for San Diego County teachers to earn certificates in English language development and in Dual Language teaching.<sup>226</sup> SDCOE also provides a variety of dual language resources on its website to assist schools in implementing and evaluating dual language programs, including a series of videos that featuring panel discussions related to best practices in dual language programs.<sup>227</sup>

## SAN DIEGO UNIFIED SCHOOL DISTRICT

As one of the early adopters of dual language immersion programs in California, San Diego Unified School District (SDUSD) was recognized for its innovative approach and positive academic achievement outcomes in a 1988 study by an external evaluator. The study found that both native English speaking and native Spanish speaking students demonstrated achievement gains in reading and math.<sup>228</sup>

### PROGRAM DESIGN

Currently, the district offers both K-5 and K-8 dual language programs in Spanish, using both a 90/10 and 50/50 model. The district also offers one-way immersion programs at the K-5 level in Spanish, at the K-6 level in Mandarin, and at the K-8 level in French and Spanish.<sup>229</sup>

### PROGRAM SUCCESSES

SDUSD recently implemented the **Quality Teaching for English Learners (QTEL)** model to provide professional development to teachers who work with ELL students.<sup>230</sup> The model is based on five principles: 1) sustaining academic rigor for teaching ELLs; 2) holding high expectations for teaching ELLs; 3) engaging in quality interactions with ELLs; 4) sustaining a language focus in teaching ELLs; and 5) developing a quality curriculum for teaching ELLs.<sup>231</sup>

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<sup>225</sup> "State Schools Chief Announces Spanish Version of Common Core Standards Now Available," Op. cit.

<sup>226</sup> "Dual Language & English Language Development Certificate Programs." College of Education, San Diego State University. [http://go.sdsu.edu/education/projectcore/certificate\\_programs.aspx](http://go.sdsu.edu/education/projectcore/certificate_programs.aspx)

<sup>227</sup> "Key Features of Successful Dual Language Programs." San Diego County Office of Education. <http://www.sdcoe.net/lls/english-learner/Pages/key-features-of-successful-dual-language-programs.aspx>

<sup>228</sup> Lindholm, K.J. and H.H. Fairchild. "Evaluation of an 'Exemplary' Bilingual Immersion Program." Education Resources Information Center, 1988. <http://eric.ed.gov/?id=ED307820>

<sup>229</sup> "Dual Language Programs." San Diego Unified School District. <https://www.sandiegounified.org/dual-language-programs>

<sup>230</sup> "Quality Teaching for English Learners Impact Study." WestEd, 2016. <http://qtel.wested.org/success-stories/austin-independent-school-district/studies-about-qtel/>

<sup>231</sup> "Quality Teaching for English Learners (QTEL) Impact Study." June 2012, WestEd. p. 4. [http://qtel.wested.org/wp-content/uploads/2013/11/QEIP\\_report\\_revised\\_sm.pdf](http://qtel.wested.org/wp-content/uploads/2013/11/QEIP_report_revised_sm.pdf)

The initiative consisted of three main components, listed in Figure 3.3. Participation in professional development was voluntary, and around 50 to 62 percent of eligible teachers participated in professional development opportunities.<sup>232</sup>

**Figure 3.3: San Diego Unified School District QTEL Professional Development Initiative**

COMPONENT	DESCRIPTION
Professional development institutes offered through the district.	From 2006 to 2007, QTEL offered professional development institutes for high school teachers through the district Office of Language Acquisition. This professional development was offered in all core disciplines and in English Language Development.
Professional development for middle school English Language Arts (ELA) and English Language Development (ELD) teachers.	From 2007 to 2010, QTEL worked with ELA and ELD teachers at nine treatment middle schools as part of an evaluation sponsored by the Institute of Education Sciences (IES). Participating teachers engaged in building the base institutes, individualized coaching cycles, and lesson design meetings.
Building the capacity of district professional development teams through the QTEL apprenticeship process.	In Spring 2010, the district initiated the apprenticeship process in order to provide a coherent approach to serve ELLs district-wide. The apprenticeship process sought to build institutional capacity by developing a cadre of QTEL certified professional developers and instructional coaches at both the elementary and secondary level and across different disciplines. Many have begun providing QTEL professional development either with guidance from a QTEL coach or on their own.

Source: WestEd<sup>233</sup>

A study of the impact of the professional development initiative found that teachers gained knowledge of teaching strategies for ELL students and made some changes in teaching practice and collaboration.<sup>234</sup> However, teachers were more likely to implement new instructional approaches or teaching strategies if they were in schools where **administrators supported instructional improvement** and if **a majority of teachers in the school had participated** in professional development.<sup>235</sup> Although this professional development initiative did not specifically target dual language teachers, these findings suggest that wide participation in professional development and supportive administrators are important for the success of professional development initiatives in ELL and bilingual programs.

<sup>232</sup> Ibid.

<sup>233</sup> Adapted from Ibid.

<sup>234</sup> Jassil, F.C. et al. "Feasibility and Impact of a Combined Supervised Exercise and Nutritional-Behavioral Intervention Following Bariatric Surgery: A Pilot Study." *Journal of Obesity*, 2015.  
<http://search.proquest.com/docview/1709432292?accountid=132487>

<sup>235</sup> "Quality Teaching for English Learners (QTEL) Impact Study," Op. cit., p. 14.

## APPENDIX: GUIDING PRINCIPLES FOR DUAL LANGUAGE EDUCATION

GUIDING PRINCIPLES FOR DUAL LANGUAGE EDUCATION
Guiding Strand 1: Assessment and Accountability
<b>Principle 1: The program creates and maintains an infrastructure that supports an accountability process.</b> <ul style="list-style-type: none"> <li>▪ The program has developed a data management system for tracking student data over time.</li> <li>▪ Assessment and accountability action plans are developed and integrated into program and curriculum planning and professional development.</li> <li>▪ Personnel are assigned to assessment and accountability activities.</li> <li>▪ Staff are provided ongoing professional development opportunities in assessment and accountability.</li> <li>▪ The program has an adequate budget for assessment and accountability.</li> </ul>
<b>Principle 2: Student assessment is aligned with state content and language standards, as well as with program goals, and is used for evaluation of the program and instruction.</b> <ul style="list-style-type: none"> <li>▪ The program engages in ongoing evaluation.</li> <li>▪ Student assessment is aligned with classroom and program goals as well as with state standards.</li> <li>▪ Assessment data are integrated into planning related to program development.</li> <li>▪ Assessment data are integrated into planning related to instructional practices.</li> </ul>
<b>Principle 3: The program collects a variety of data, using multiple measures, that are used for program accountability and evaluation.</b> <ul style="list-style-type: none"> <li>▪ The program systematically collects data to determine whether academic, linguistic, and cultural goals are met.</li> <li>▪ The program systematically collects demographic data (ethnicity, home language, time in the United States, types of programs student has attended, mobility, etc.) from program participants.</li> <li>▪ Assessment is consistently conducted in the two languages of the program.</li> </ul>
<b>Principle 4: Data are analyzed and interpreted in methodologically appropriate ways for program accountability and improvement.</b> <ul style="list-style-type: none"> <li>▪ Data are purposefully collected and subject to methodologically appropriate analysis.</li> <li>▪ Achievement data are disaggregated by student and program variables (native language, grade level, student background, program, etc.).</li> </ul>
<b>Principle 5: Student progress toward program goals and state or federal achievement objectives are systematically measured and reported.</b> <ul style="list-style-type: none"> <li>▪ Progress is documented in both program languages for oral proficiency, literacy, and academic achievement.</li> <li>▪ Student progress is measured on a variety of indicators.</li> <li>▪ Progress can be documented for all students through indicators such as retention rates and placement in special education and gifted/talented classes.</li> </ul>
<b>Principle 6: The program communicates with appropriate stakeholders about program outcomes.</b>



- Data are communicated publicly in transparent ways that prevent misinterpretations.
- Data are communicated to stakeholders.
- Data are used to educate and mobilize supporters.

#### Guiding Strand 2: Curriculum

##### **Principle 1: The curriculum is standards-based and promotes the development of bilingual, biliterate, and multicultural competencies for all students.**

- The curriculum meets or exceeds district and state content standards regardless of the language of instruction.
- The curriculum includes standards for first and second language development for all students.
- The curriculum promotes equal status of both languages.
- The curriculum is sensitive to the cultural and linguistic backgrounds of all students.

##### **Principle 2: The program has a process for developing and revising a high quality curriculum.**

- There is a curriculum development and implementation plan that is connected to state and local standards.
- The curriculum is based on general education research and research on language learners.
- The curriculum is adaptable.

##### **Principle 3: The curriculum is fully articulated for all students.**

- The curriculum builds on linguistic skills learned in each language to promote bilingualism.
- Instruction in one language builds on concepts learned in the other language.
- The curriculum is coordinated within and across grade levels.
- The curriculum is coordinated with support services such as English as a second language, Spanish as a second language, special education, and Title I.

#### Guiding Strand 3: Instruction

##### **Principle 1: Instructional methods are derived from research-based principles of dual language education and from research on the development of bilingualism and biliteracy in children.**

- Explicit language arts instruction is provided in both program languages.
- Academic content instruction is provided in both program languages.
- The program design and curriculum are faithfully implemented in the classroom.
- Instruction incorporates appropriate separation of languages according to program design.
- Teachers use a variety of strategies to ensure student comprehension.
- Instruction promotes metalinguistic awareness and metacognitive skills.

##### **Principle 2: Instructional strategies enhance the development of bilingualism, biliteracy, and academic achievement.**

- Teachers integrate language and content instruction.
- Teachers use sheltered instruction strategies, such as building on prior knowledge and using routines and structures, to facilitate comprehension and promote second language development.
- Instruction is geared toward the needs of both native speakers and second language learners when they are integrated for instruction.
- Instructional staff incorporate technology such as multimedia presentations and the Internet into their instruction.
- Support staff and special teachers coordinate their instruction with the dual language model and approaches.

##### **Principle 3: Instruction is student-centered.**

- Teachers use active learning strategies such as thematic instruction, cooperative learning, and learning centers in order to meet the needs of diverse learners.
- Teachers create opportunities for meaningful language use.
- Student grouping maximizes opportunities for students to benefit from peer models.
- Instructional strategies build independence and ownership of the learning process.

**Principle 4: Teachers create a multilingual and multicultural learning environment**

- There is cultural and linguistic equity in the classroom.
- Instruction takes language varieties into consideration.
- Instructional materials in both languages reflect the student population in the program and encourage cross-cultural appreciation.

**Guiding Strand 4: Staff Quality and Professional Development**

**Principle 1: The program recruits and retains high quality dual language staff.**

- A recruiting plan exists.
- Selection of new instructional, administrative, and support staff takes into consideration credentials and language proficiency.
- Staff members receive support.
- Retaining quality staff is a priority.

Staff evaluations are performed by personnel who are familiar with dual language education.

**Principle 2: The program has a quality professional development plan.**

- A long-term professional development plan exists that is inclusive, focused, and intensive.
- Action plans for professional development are needs-based, and individual staff plans are aligned with the program plan.
- Professional development is aligned with competencies needed to meet dual language program standards.
- All staff are developed as advocates for dual language programs.

**Principle 3: The program provides adequate resource support for professional development.**

- Professional development is supported financially.
- Time is allocated for professional development.
- There are adequate human resources designated for professional development.

**Principle 4: The program collaborates with other groups and institutions to ensure staff quality.**

- The program collaborates with teacher and staff training programs at local universities.
- Program staff partner with professional organizations.
- Program staff engage in networking with staff from other programs.

**Guiding Strand 5: Program Structure**

**Principle 1: All aspects of the program work together to achieve the goals of additive bilingualism, biliteracy, and cross-cultural competence, while meeting grade-level academic expectations.**

- There is a coordinated plan for promoting bilingualism and biliteracy.
- There is a coordinated plan for promoting cross-cultural competence.

**Principal 2: The program ensures equity for all groups.**

- All students and staff have appropriate access to resources.
- The program promotes linguistic equity.
- The program promotes cultural equity.
- The program promotes additive bilingualism.
- Whether the dual language program is a whole-school program or a strand within a school, signs and daily routines (e.g., announcements) reflect bilingualism and multiculturalism.

**Principle 3: The program has strong, effective, and knowledgeable leadership.**

- The program has leadership.
- Day-to-day decision making is aligned to the overall program vision and mission, and includes communication with stakeholders.
- Leaders are advocates for the program.

**Principle 4: The program has used a well-defined, inclusive, and defensible process to select and refine a model design.**

- Sufficient time, resources, and research were devoted to the planning process.
- The planning process included all stakeholders (teachers, administrators, parents, community members).
- The program meets the needs of the population.
- The program design is aligned with program philosophy, vision, and goals.

**Principle 5: An effective process exists for continual program planning, implementation, and evaluation.**

- The program is adaptable.
- The program is articulated within and across grades.

**Guiding Strand 6: Family and Community**

**Principle 1: The program has a responsive infrastructure for positive, active, and ongoing relations with students' families and the community.**

- There is a staff member designated as a liaison with families and communities associated with the program.
- Office staff members have bilingual proficiency and cross-cultural awareness.
- Staff development topics include working equitably with families and the community.

**Principle 2: The program has parent education and support services that are reflective of the bilingual and multicultural goals of the program.**

- The program incorporates ongoing parent education that is designed to help parents understand, support, and advocate for the program.
- The program meets parents' needs in supporting their children's education and living in the community.
- Activities are designed to bring parents together to promote cross-cultural awareness.
- Communication with parents and the community is in the appropriate language.
- The program allows for many different levels of participation, comfort, and talents of parents.

Principle 3: The program views and involves parents and community members as strategic partners.

- The program establishes an advisory structure for input from parents and community members.
- The program takes advantage of community language resources.

**Guiding Strand 7: Support and Resources**

**Principle 1: The program is supported by all program and school staff.**

- Administrators are knowledgeable about and supportive of the program and provide leadership for the program.
- Teachers and staff are knowledgeable about and supportive of the program and provide leadership for the program.

**Principle 2: The program is supported by families and the community.**

- The program communicates with families and the community.
- Families and community members are knowledgeable about and supportive of the program and provide leadership and advocacy for the program.

**Principle 3: The program is adequately funded**

- Funding allocations match the goals and objectives of the program.
- Funding provides sufficient staff, equipment, and materials to meet programs goals and objectives.

**Principle 4: The program advocates for support.**

- The program seeks the tangible support of the state, district, school board, and local business community.
- The program engages in public relations activities to promote the program to a variety of audiences (e.g., publicizing assessment results or outside recognition).
- The program participates in coalitions of similar programs.
- Program staff network to strengthen support for dual language education.
- The program advocates for funding based on its needs.

**Principle 5: Resources are distributed equitably within the program, school, and district.**

- The dual language program has equitable access to state, district, and school resources.
- Equal resources exist in both languages within the dual language classroom and in school-wide facilities (e.g., library, computer lab, parent center, science).

Source: Howard et al.<sup>236</sup>

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<sup>236</sup> Quoted almost verbatim from Howard, Sugarman, Christian, et al., Op. cit., pp. 52–100.

## PROJECT EVALUATION FORM

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