# Dual Language Toolkit for Teachers

Presented by the by the University of Central Florida Dual Language Support through Technology Enhanced Programs and Strategies (DL STEPS) Grant team

UNIVERSITY OF CENTRAL FLORIDA

# Introduction

Dual Language is one of the fastest growing programs in public schools today. In the United States, we have well over 3,000 Dual Language schools and over 18 languages are taught in those programs. Spanish is the number one language taught alongside English. Dual Language programs provide students with the opportunity to develop their knowledge of language, culture, and community in two languages. The value of Dual Language is seen in students' academic, linguistic, and cultural gains as they participate and thrive in their school programs.

The goal of this Dual Language Handbook is to provide insights into the value of Dual Language programs and detail the guiding principles of Dual Language Education and research-based practices. We start by discussing the value of Dual Language through descriptions of program types, the foundations of Dual Language, and the benefits for students in Dual Language programs. Next, we go over the guiding principles of Dual Language Education and research-based practices through 7 strands.

These strands are inspired by the Guiding Principles for Dual Language Education Howard, Sugarman, Christian, Lindholm-Leary, & Rogers, 2007). The 7 strands are:

•	Program Design,
•	Curriculum Design,
•	Instructional Design,
•	Evaluation and Assessment,
•	Professional Learning,
•	Family and Community Engagement, and
•	Resources for Success.

Each strand contains research-based, practical teaching ideas and Reflective Questions for you to answer as you digest the material. We finish with extensive resources for you, from websites to YouTube videos, and a Recommended Book List. This section also includes teacher observation forms.

This Handbook was developed by the University of Central Florida Dual Language Support through Technology Enhanced Programs and Strategies (DL STEPS) Grant team. If you are interested in developing your Dual Language teaching and leadership skills, consider joining the University of Central Florida Dual Language Graduate Certificate!  It is 18 graduate credits that can also count toward a M   or MS degree. You can see all the information you need about the certificate [here.](here)

# How to Use this Handbook

If you are a new teacher to Dual Language, this handbook is an introduction to Dual Language with some practical ideas for teaching in your classroom. We recommend that as you read the material, you fill out the Reflective Questions at the end of eac strand. If you are in a partnership with your other language teacher then you can read it together, determining which ideas will fit well into your own classrooms. Don't be shy to mark up the book, make notes, add questions, and highlight material. As you bring your unique gifts and knowledge to the Dual Language classroom, use this handbook to add to your knowledge and complement your work.

If you are a leader in a Dual Language program, you can invite your partner teachers to read the book prior to a Professional Development or meeting. Ask the teachers to fill out the Reflective Questions areas so that you can discuss these questions as group. The Handbook is meant as a guide and reference so teachers can interact with the material, add their own thoughts and questions, and work with other educators to determine what works best for your individual, local program.

# Table of Contents

# The Value of Dual Language

# Dual Language Program Types

Dual language (DL) programs are educational programs in which students learn academic content in a partner language—such as Spanish, Mandarin, or Arabic—and in English.

*Two-way* dual language programs are made up of ELs who are fluent in the partner language and their English-speaking peers.

*One-way* dual language programs have students mostly from one language group, either the partner language or English.

# Transitional Programs

Transitional programs ensure that students master academic content in their primary language as they become fluent in the second language

*In transitional programs:*

- *There are two languages for the purpose of instruction.*
- *They focus on language and literacy development in the native language as well as providing English language acquisition through academic content.*
- *They are often focused on English Learners (ELs)*
- *ELs are eventually transitioned to a mainstream classroom with 100% instruction in English*

## Transitional Early Exit Programs

- ELs are taught in both English and another language.
- Reclassification of E  status occurs no eariler than two years or later than fiv years.

## Transitional Late Exit Programs

- English learners are taught in both English and another language.
- Reclassified no eariler than seven years or later than six years

# Maintenence Programs

Maintenance programs are designed to maintain and improve a student's native language as he or she develops his or her second language (English).

*Maintenence Programs:*
- *Are generally for ELs only.*
- *Have a balance of instruction in the non-English partner language and English to promote academic achievment, bilingualism, and biliteracy.*
- *Are usually a 50:50 or 90:10 model.*
- *Focus on language and content-area knowledge in English and the non-English partner language (Faulkner-Bond et al. 2012).*
- *Aim for full competence in two languages along with high levels of academic achievement and cross-cultural understanding.*
- *Teach academic subjects in English and the secondary language during designated times of the day, week, or month.*

# Reflective Question

Imagine that you are talking to someone who doesn't know anything about DL. They ask you to explain Dual Language and its types of programs (one-way, two-way, transitional, and maintenance). How would you explain this?

Put your own school in a category or categories and define the characteristics that make it appropriate for that model.

| Model | Where does my school fit<br>What are the characteristics of your program that make it fit into one or more of the categories |
|---|---|
| One Way | |
| Two Way | |
| Transitional | |
| Maintenence | |
| Other | |

# Dual Language Program Foundations

Let's explore some of the foundations of Dual Language court cases that helped to set the stage for Dual Language education and see how they have evolved over the years ([Click here](#) for more information)

## Bilingual Education Act (1968)

The Bilingual Education Act (BEA), Title VII of the Elementary and Secondary Education Act of 1968, was the first United States federal legislation that recognized the needs of Limited English-Speaking Ability (LESA) students. It provided school districts with federal funds to establish educational programs for students with limited English.

## Amendments to the Bilingual Education Act

### The 1974 Amendments

In 1974, three amendments were made to the original act to clarify the intent of LESA student programs. There were two cases that impacted these changes:

> *Lau v. Nichols was a class-action suit brought against the San Francisco School District and alleged that Chinese students were being denied an equal education due to their inability to speak English. The Supreme Court determined that the same resources, teachers, and curriculum did not imply that the education was equal for students who had a limited command of the English language.*
>
> *The Equal Education Opportunity Act extended the Lau ruling to all students and school districts. Furthermore, school districts were required to have special programs for LESA students regardless of federal or state funding.*

> *The Amendments:*
> - *Defined Bilingual Education Programs as ones that provided instruction in English and in the native language of the student to allow the student to progress effectively through the educational system.*
> - *Set the program's goal to prepare LESA students to participate effectively in the regular classroom as quickly as possible while maintaining the native language and culture of the student.*
> - *Created regional support centers for school systems.*
> - *Provided funds to school districts' efforts to expand curricula, staff, and research for bilingual programs.*

**1978 amendments** extended the act and broadened the definition of eligible students

**1984 amendments** increased the flexibility in the implementation of programs

**1988 amendments** increased funding to state education agencies.

**1994 reauthorization** gave preference to grant applications that developed bilingual proficienc

## Other court cases that have impacted bilingual schooling:

Like *Plessy, Brown v. Board of Education* focused on the segregation of African American students. However, by ruling that states are responsible for providing equal educational opportunities for all students, Brown made bilingual education for ELs more feasible.

In *Meyer v. Nebraska (1923)*, the Supreme Court invalidated a Nebraska law banning the teaching of foreign languages to schoolchildren, finding that the law violated the Fourteenth Amendment's due process clause. Meyers is critical as it makes clear that the 14th Amendment provides protection for language-minority students.

In *United States v. Texas (1971, 1981)* the court mandated that all Texas schools create a plan and implement language programs to help Mexican American students learn English and adjust to American culture, and also help Anglo students learn Spanish.

# More Recent Court Cases

Between 1995 and 2001, opponents of bilingual education in a few communities filed lawsuits against their school districts.

*Flores v. Arizona: In January 2000*, the District Court ruled in favor of the plaintiffs and declared Arizona's LEP programs were in violation of the EEOA because the funding level as it related to LEP students was "arbitrary and capricious."

*League of United Latin American Citizens (LULAC) et al. v. Florida Board of Education (1990):* Modified in 2003, the Florida Consent Decree addresses the civil rights of ELs foremost among those their right to equal access to all education programs. In addressing these rights, the Consent Decree provides a structure that ensures the delivery of the comprehensible instruction to which all ELs are entitled.

# Reflection Question

"Case law has had a major impact on federal and state policy for ELL students and their families and communities. While the courts have been reluctant to mandate a particular educational model or approach or to give language minorities fundamental rights directly related to the use of their native languages, the courts have nonetheless made it clear that schools may not ignore the unique needs of ELL students." - Wayne Wright, ¡Colorin Colorado!

After looking at these cases and considering the unique needs of your students and your community, what impact have laws, court cases, or local norms had on your Dual Language program? Are there school policies or norms (e.g., EL reporting requirements, PD norms) that you believe impact your students? Write them here to share with your colleagues and school leadership.

# Dual Language Program Benefit

Research indicates that bilingualism can be beneficial to children **cognitively, socially, and academically** (Callahan & Gándara, 2014; Martin-Rhee & Bialystok, 2008; Poulin-Dubois et al., 2011). According to Thomas and Collier (2004, 2017, 2020), English Learners in ESOL or mainstream English classes typically **only close half of the achievement gap** with English speakers. Dual language programs allow English learners **to fully close the achievement gap and even outperform** their native English-speaking classmates on standardized tests.

# Bilingual and Dual Language Learners Achievements

- Bilinguals store information, concepts, and abstract knowledge in a conceptual system that can be accessed through either language.
- DL learners use their two languages jointly to solve problems, think critically, and acquire new knowledge. This is referred to as cross-linguistic transfer or bridging.
- Teaching ELs in their home language allows them to engage in instructional activities rather than be left on the sidelines until they are competent in English.

*As educators, we tend to have a deep appreciation of the multiple benefits of multilingualism, including:*

- *heightened cultural understanding*
- *greater metalinguistic awareness*
- *increased cognition*
- *A potential delay in the onset of dementia and other symptoms of Alzheimer's*
- *learning as much English in DL programs as students in English-only programs.*
- *Numerous studies have found that late elementary and middle school ELs score significantly higher than ELs in general in norm-referenced standardized tests of reading in English.*
- *Students also perform on par with English-speaker students in English only classrooms.*
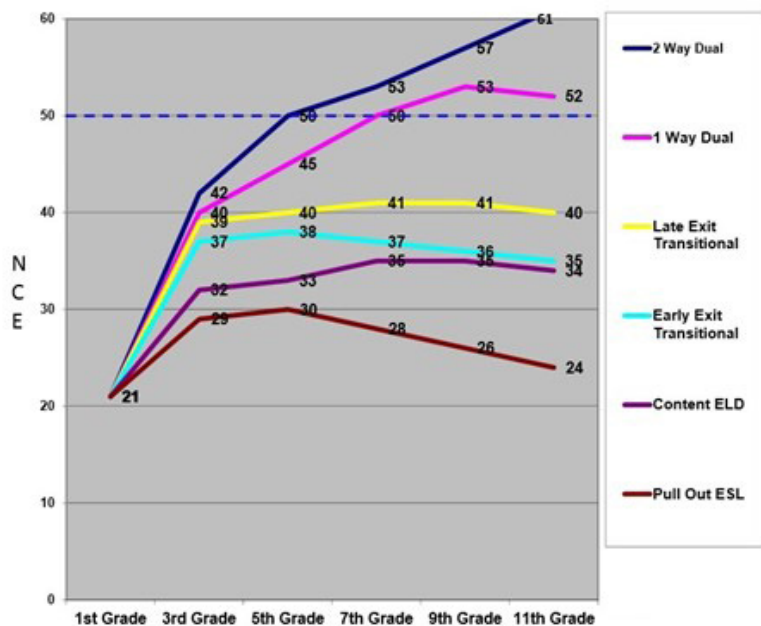
In particular, dual language programming has been shown to promote the academic achievement of ELs as well as native English-speaking groups enrolled in dual language programs. For example, see the recent results of research conducted in North Carolina by Drs. Thomas and Collier as noted above. Overall, they found reading and math scores of students in two-way dual language education in six districts in that state to be higher for all dual language students, regardless of ethnicity, socioeconomic, ELL, or special education status. A recent study in Portland, OR also found that students in immersion programs become better readers than their counterparts.

# Dual Language Education in the 21st Century

Today's globalized world increasingly needs and seeks bilingual professionals. Dual language programs meet this challenge with unqualified success. There are globalization, cultural inclusiveness, cultural understanding, pedagogical, and neurocognitive advantages to being multilingual that we are just beginning to understand.

Research by Virginia Collier and Wayne Thomas reveals the importance of starting off dual language programs with a solid structure and design. They have identified three critical factors that ensure the success of dual language instruction:



English Learners' Long-Term Achievement by Program Model

- K-12 commitment: Because it takes an average of six years to reach grade-level curricular mastery in the second language (for both English speakers and learners), students in dual language programs should enroll at the earliest possible age.

- Separation of the two languages for instruction: Since it is critical that DL students receive instructional time in both languages consistently, splitting the instructional time in both languages by half-days has proven to be most effectiv

- Minimum of 50% of instruction in the partner (non-English) language: Per Jim Cummins, in the early years of dual language education the most effective metho is to have 90% of instructional time in the partner language and 10% in English (the 90:10 model). This model does not impact English speakers negatively as research shows that acquiring a second language provides students with intellectual and cognitive advantages and enhances their cross-cultural awareness.

# Reflection Question

Regardless of policy, most dual language programs use a process of adaptation and accommodation to respond to local conditions, such as what is the most prominent language among their students, and teachers make daily decisions about language and language use.

Thinking of your own school program, how has your program adjusted to local conditions? What about your student population has prompted you or your school to make adjustments to optimize language learning?

# Dual Language Education and Research-Based Practices

In this section of the Handbook, we present Dual Language program strands and highlight research-based teaching practices within each section. Each section introduces the concept, provides ideas, and finishes with reflection questions for yo to consider about your own program. These guiding principles are based upon the Center for Applied Linguistics *Guiding Principles for Dual Language Education*.

## Program Design

## Curriculum Design

## Instructional Design

## Evaluation and Assessment

## Professional Learning

## Family and Community Engagement

## Resources for Success

# Program Design

*Program Design* refers to how the school balances instructional time, focus, and assessment.

> **There are different models of Dual Language that have varying approaches to instructional time. The model often depends on the grade level, content area, and balance of speakers in the school. Here are some examples:**
>
> - **50 percent instruction in English/50 percent in Spanish (the most common), especially in grades 3-5.**
> - **90/10 (90 percent of instruction in Spanish in K and 10 percent in English. English instruction increases in grade 2 until reaching 50/50**
> - **80/20 Model (80 in Spanish and 20 percent in English for Pre-K-K,1st)**
> - **70/30 in 2nd grade (Kids in this model their Spanish is strong enough to engage in grade level activities)**

It is recommended to have ELs and English Speakers in 50/50 programs when possible.

Programs vary considerably and one distribution is teaching in Spanish in the morning and English in the afternoon. Other program models divide up languages by subject matter and teach Math in English and Science in Spanish, for example.

## Percentages of Daily Instruction for the Two-Way Immersion 90:10 Model

| Two-Way Immersion 90:10 Model | % of L2 | % of English |
|---|---|---|
| K and 1st | 90% | 10% |
| 2nd | 80% | 20% |
| 3rd | 70% | 30% |
| 4th | 60% | 40% |
| 5th - 6th | 50% | 50% |

# Implementing Effective Dual Language Program

1. Program decisions
- Both languages are valued equally
- Language status and power are openly discussed
- All cultural groups are equally valued and empowered
- All cultural groups have power to make decisions and contribute to the school

2. Curriculum and instructional decisions
- There is an even divide of languages within subjects and specials
- Academic language and cognitive skills are fostered in both languages
- Students are empowered to discuss language and cultural issues
- There is an Exit Strategy to ensure dual language maintenance

3. Leadership in program structures
- There is shared leadership in curriculum and pedagogical decisions
- Leadership is supportive and actively promotes the program
- Teachers are empowered to make decisions and work collaboratively

# Reflection Question

Linguistic compartmentalization (strictly keeping the languages of instruction separate) can have negative consequences. What is the approach in your own program? What negatives—or positives—do you see with this approach?

What is your local program model?

Think about your own Dual Language program and analyze it from the perspective of identification of students enrolled in the program, classification of students already i the program, program decisions, and exit policies.

Can you fill in the following chart using your own knowledge

|  | What tests or assessments are used? What languages are available? | Who makes the final decisions | What criteria are used? | Is this information easy to obtain? |
|---|---|---|---|---|
| **Identificatio** | | | | |
| **Classificatio** | | | | |
| **Program Decisions** | | | | |
| **Exit Strategies** | | | | |

# Curriculum Design

Curriculum Design focuses upon the material presented in the classroom to enhance language proficiency in the target language

## Ways to Prepare for Teaching

If you are a new teacher to DL, you can be paired with the team leader and/or an experienced teacher. Here are some recommendations for how your team can develop curriculum together.

- Attend DL training sessions and research resources in your school and through DL schools elsewhere (See Resources for Success in this Handbook).

- Explore publishers with your DL school team members.

- Examine recommended instructional and assessment materials. Some of the most widely used in Florida are Benchmark Adelante and Istation.

- Explore if language arts, science, and math materials have companion materials in Spanish.

- Plan how to set up your classroom to maximize learning.

- Decide on L2 teaching strategies.

- Think about how to work with parents who are not proficient in English

- Remember that grade level articulation is crucial. Attend your team meetings.

The curricular frameworks used in the district apply to DL programs so that the general aims and core grade-level expectations are the same. However, DL programs need flexibility in the curriculum. The content and the strategies need to be adapted to the DL settings, and the use of thematic units in two languages is encouraged.

## Curricular Articulation Across Grade Levels

It is important for DL teachers to meet on a regular basis to explore overlap in the curriculum across grade levels.

- Redundancy, spiraling of content, language and cross-cultural learning is desirable.

- Summer articulation projects are encouraged.

# Unit and Lesson Planning

- Jim Cummins was the first researcher to point out that literacy and oral skills in L transfer to L2.

- The main goal is to identify objectives for teaching and student learning.

- Collaborative Planning with your partner teacher unites the lessons in DL programs involves "double planning."

- Teachers need to plan for both language and content learning to occur simultaneously.

- Whatever model program, teachers should have the same objectives for L1 and L2.

- Collaborative lesson planning is important because in addition to language and content objectives, there are secondary objectives related to cross-linguistic transfer, cross-cultural learning, and general learning.

# Unit Planning and Content Objectives that support DL Education

Content objectives in both languages must be cognitively challenging, grade/age appropriate, and aligned with district and state standards—do not be tempted to "water down" your content objectives.

- You should write objectives carefully to include both language and content objectives.

- It is recommended that you first identify the content objectives that are appropriat for native speakers at their grade level.

- It may be necessary to sequence content objectives, especially during primary grades—concentrate on basic language.

- Planning requires special instructional support like scaffolding, so students full comprehend content taught through their L2 or drawing upon their knowledge from their L1.

- Once you choose the content objectives, you need to link them to state and national content standards.

- State and national learning standards should not drive instruction, rather, they should be cross-referenced to your unit objective after you plan your units.

Refer to your CANVAS or other district lesson plans for your academic calendar to see scope and sequence and instructional supports, such as graphic organizers.

We want to promote the idea of teachers as advocates for our students within our classrooms. While policies across the nation may differ from state to state as to the role of Dual Language in schools, there are four principles teachers can use in the classroom to promote multilingualism in the curriculum. These are principles we should keep in mind as we create and develop our curriculum.

Per Ester de Jong, we should focus upon:

- Striving for Educational Equity
- Creating a class/school atmosphere where every student feels valued and respected.
- Affirming Identiti
- Respecting students' linguistic, cultural, and individual identities in school policies and classroom practices.
- Promoting Additive Bi/Multilingualism
- Understanding the role that students' existing linguistic, cultural, and individual equity plays in the classroom.
- Structuring for Integration
- Actively promoting representation of all interested parties in school and classroom decisions about language policy, practices, curriculum, materials, and extracurricular activities.

# Reflection Question

## Language and education

As de Jong said, "...we must not limit their (learners) instruction to drawing on just a small portion of what they know and are able to do in your own classroom and school curriculum."

How can you incorporate each of the principles stated above (Striving for Educational Equity, Affirming Identities, Promotin  Additive Bi/Multilingualism, and Structuring for Integration) in your classroom, school, and community?

# Instructional Design

The Instruction section shares research-based and practical ideas for instruction in the dual language classroom. These models work best when teachers collaborate and bridge their classrooms for optimal instructional success (Howard et al., p. 12):

> …good instruction is even more complicated in dual language programs because of the added goals of bilingualism, biliteracy, and multicultural competence, and, in two-way immersion programs, because of the constant need to integrate and balance the needs of the two student groups. Thus it is even more important to use a variety of techniques that respond to different learning styles (Berman et al., 1995; Doherty et al., 2003; Guerrero & Sloan, 2001) and language proficiency levels (Berman et al., 1995; Echevarria et al., 2003; Montecel & Cortez, 2002).

## Classroom Space

Setting Up the Physical Space to Reflect the Unique Bilingual and Bicultural Classroom:

- Use store-bought materials and gradually replace these with student made materials
- Arrange classrooms furniture that encourages interaction among students
- Remove furniture that serves no purpose
- Maximize space for learning
- Ensure that it is easy to gather all students together for whole –class lessons
- Use rug/floor mat
- Tables are better than individual desks
- Organize materials on carts
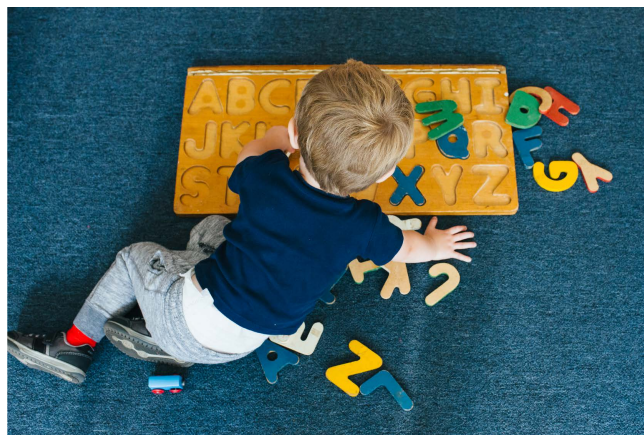
# Getting to Know Your Students Before Teaching

Learn about your students' prior experiences:

- Did they attend pre-K? What is their level of proficiency in both languages? Wha are their prior grades from their country or in the US?

- Learn about their individual differences, interests, and style

- Remember that there exists diversity in respect to their language, cultural background and experiences

- Identify their reading and language learning difficulties since these transfer from to L2

- What do you know about their linguistic, cultural, and individual equity that they bring to the classroom?

- What does their family and extended family know about Dual Language – do they have concerns? Do they want to be involved in the classroom? What equity can they bring to the program?

# Know the Language Skills and Knowledge that Transfer Cross-linguistically

- Print awareness

- Letter-sound awareness

- Phonological awareness

- Vocabulary

- Decoding skills

- Knowledge of narrative structure and narrative skills

- Ability to understand and tell stories

*Keep in mind the importance of home literacy and contemplate ways to support that in both languages.*

# Planning for Collaboration at the School and School District

Collaboration between DL teachers and others in the school is critical for the success of teaching in a DL program.

Collaboration can enhance:

- peer support- a sense of shared mission and purpose
- strategies for working together to achieve shared objectives
- planning for broad themes to connect instruction to all subjects, planning how and when to switch languages within and across subjects during the school year, and the timing of units
- ways to support struggling learners through the use of support personnel, such as volunteers, paraprofessionals, special educators, reading specialists, and meaningful involvement with the parents

# Using Effective Instructional Practices and Methodologie

- Social language differs from academic language; utilize both for providing languag input with students.
- Modifying teacher talk to foster participation. When students do not answer right away, be patient and use silence, rephrasing and probing to include all students.
- Comprehension precedes production. Make learning comprehensible. What is taught needs to be slightly beyond their level of proficiency so it is understandable. If it is too far above, it is simply noise. Use realia, Total Physical Response (TPR), and active teaching strategies to make content accessible.

Let's explore how to use these practices in the classroom.

# Comprehensible Input

How do you make Input more comprehensible?

- Use slower, simplified, and repetitive speech oriented to the "here and no ." Use this when students show confusion; don't add language, but simplify language.
- Incorporate highly contextualized language and gestures within each lesson. Stay on topic so language learners do not get confused.
- Routinely include comprehension and confirmation checks. Don't ask students i they understand; ask students to repeat what you have said.

Other techniques include:

- using visual aids such as pictures, charts, graphs, and semantic mapping. Don't just have them, use them! Point, interact, model.
- modeling instruction instead of just stating instructions.
- allowing students to negotiate meaning and make connections between course content and prior knowledge; ask students about their knowledge and understanding.
- having students act as mediators and facilitators to help others with understanding.
- embedding comprehension checks throughout content introduction. Don't wait until the end of the new content introduction; routinely check for understanding throughout.
- using a wide range of presentation strategies, including speech, modeling, realia, text, and visuals.

## Teaching Academic Content

- Academic language becomes more complex as the grade level rises.
- Making instruction and content comprehensible—from the concrete to the abstract— is vital.
- When teachers participate in dialogue with students, it encourages the development of higher-level cognitive skills associated with greater student achievement.
- It is important that teachers understand what language skills they need to cultivate at each grade level so that students develop the academic language skills necessary for promotion to the next grade level.

## Cooperative Learning

Cooperative learning is the process of using small student groups to discover, learn, and develop new concepts together and help each other learn. It differs from group learning in that it is designed so that each student has a responsibility to contribute to the group, and no one student can do all the work or dominate the group. Ideally, Cooperative learning fosters student interactions and social and academic language (Howard et al., 2007, p. 12):

> Studies suggest that when ethnically and linguistically diverse students work interdependently on school tasks with common objectives, students' expectations and attitudes toward each other become more positive, and their academic achievement improves (Berman et al., 1995; Cohen, 1994; Johnson & Johnson, 1990; Johnson et al., 1986; Qin et al., 1995; Slavin, 1994).

In order to facilitate extensive interactions among native and nonnative speakers in the dual language classroom through cooperative tasks,

- Cooperatively design the task to work in both language classrooms
- Include group accountability for all group members
- Train and prepare students to work together to promote the target language
- Be aware of language proficiency level of the language learners and ho higher-level learners can assist other learners
- Grouping should be deliberate and designed with language and equity in mind

## Promoting Language Through Speech Opportunities

Dual language students may have difficulty producing speech in the second languag due to a lack of opportunity to speak in the language they are learning. Promoting language skills requires providing both structured and unstructured opportunities for language use.

What are some ways to promote speech opportunities?

- Together with students, create a language policy in the classroom that encourages students to use the target language
- Include formal instruction in the second language related to grammar, vocabulary, and language structure. This gives students confidence in using the languag
- Ensure different periods of time are devoted to instruction in and through each o

  the two languages. Note: This is not to say that language mixing is harmful; the skill of language mixing or code switching is important in bilingual communities. Rather, it appears that sustained periods of monolingual instruction promotes language development (Howard et al., 2007) and provides opportunity for language use

- Watch for cues from students who seem to be confused while listening. Students can cover-up when they do not understand and staying silent is an indicator of possible confusion. Find ways to draw out silent students through pairing, comprehensible input, and scaffolding to encourage language use
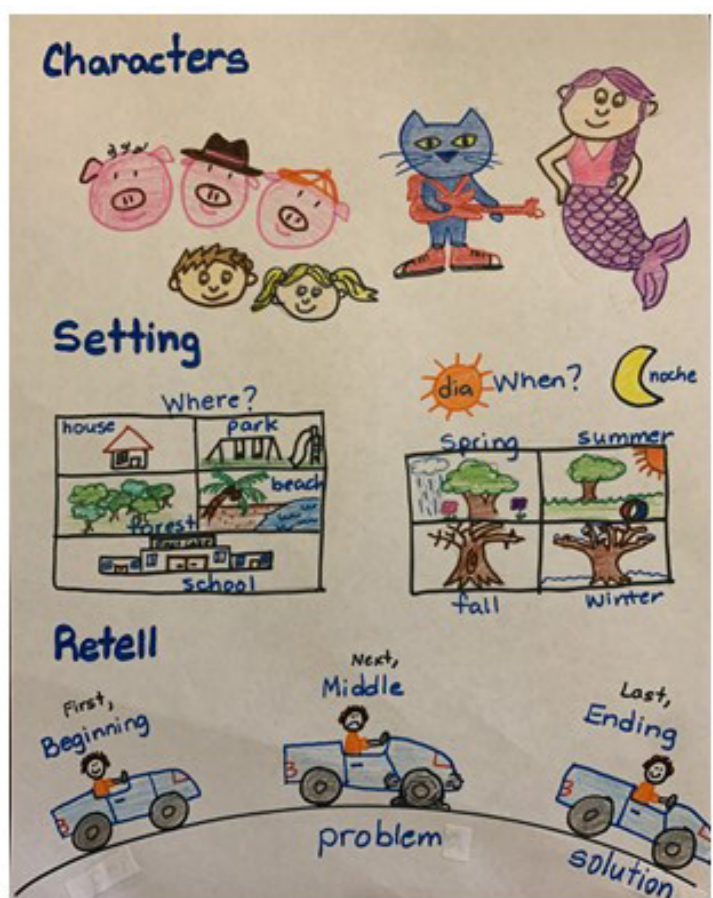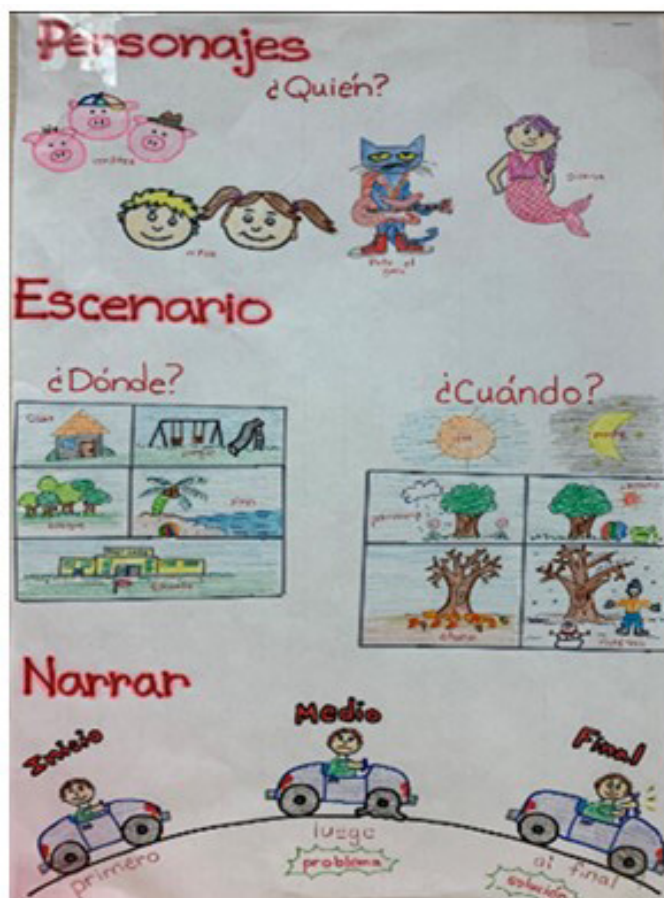
# Bridging

Bridging allows bilingual students to communicate what they know in both languages. This instructional strategy provides the opportunity for students to make connections between languages, while deepening their content knowledge in an engaging and authentic manner. Bridging is different than translanguaging, a more current term being used in some areas to describe a process multilingual speakers use to integrate their communication in different languages.    e prefer the term bridging to describe how instructors focus on developing two language simultaneously using techniques that bridge knowledge from one language to the other. A special thank you to Milagos Green, Jessica Holmes, and Nancy Rivera, three UCF Dual Language Certificate holders who shared the bridging work and visuals from their own classrooms.

What are some sample Bridging activities in the classroom?

- Bridge and Build focuses on teaching children in the language that they know. Start content in their strongest language.
- Word Walls are one way to make authentic cross-language connections between vocabulary, grammar, and content in both languages.
- Frontloading background knowledge in one language leads to bridging to content-based extension activities in the second language.
- Student-generated visual representations of what they learned in one language bridges to the equivalent in the other language.
- Teach students how to recognize those connections
- Examples of what bridged classrooms will have include:

    - Language AND content bridging
    - Thematic units
    - Weekly data chats
    - Standards mirrored in both classrooms
    - Similar anchor charts

- Bridging should focus on metalinguistic awareness in phonology, morphology, syntax & grammar, pragmatics, cognates, or content.

    - Here are some visuals of how that may look:

| Phonology<br>Letter Sounds | Morphology<br>Cognates |
|---|---|
| Formas del Relieve – Physical Features | Contribución – Contribution |
| Syntax & Grammar | Pragmatics |
| La casa de Lily es grande – Lily's house is big | Usted debe visitar Chapel Hill<br>Tu debes visitar Chapel Hill<br><br>You should visit Chapel Hill |

| Español | | English |
|---|---|---|
| conexión | | connection |
| personas | | people |
| eventos | | events |
| similitudes | | similarities |
| diferencias | | differences |

| Sufijos | Suffixes |
|---|---|
| Se añade al <u>final</u> de la palabra. | Word part added at the end of the word. |
| SUSTANTIVOS | NOUNS |
| dor = indica lugar donde se ejecuta acción | ant = a person or thing that does something |
| come dor <br> desperta dor | assist ant <br> habit ant |
| dor = persona que realiza acción | er or = person that performs a job |
| habla dor <br> juga dor | farm er <br> vend or |
| ero = persona que realiza acción | |
| granj ero <br> camion ero | VERBS |
| | ing = present tense verbs |
| VERBOS | jump ing |
| ando endo = acción presente del verbo | ed = past tense verbs |
| | jump ed |
| camin ando <br> corri endo | ADJECTIVES |
| | ly = in a manner |
| ADJETIVOS | slow ly |
| mente oso = adverbio de modo | quick ly |
| suave mente <br> cautel oso | |

32

## COGNADOS / COGNATES

Cognados: Palabras que se escriben igual en dos idiomas y tienen el mismo significado.
Cognados falsos: Palablas que se escriben igual en dos idiomas, pero tienen significados diferentes.

Cognates: Words that are spelled similar in two languages and has the same meaning.
False cognate: words that look similar in two languages but has different meaning.

Ejemplo de las palabras de vocabulario que son cognados, según el plan seminal:
Example of vocabulary words chart for cognates that is in the weekly plan:

| Español | dibujo / picture | English |
|---|---|---|
| cubo | | cube |
| triángulo | | triangle |

# Advocacy for Dual Language Education

In order to promote our programs, an important part of what we do is share the benefits of dual language in our community. We can do this by:

- Set a solid foundation for your program by promoting the benefits of being bilingual
- Get the parents of ELL students and English speakers involved.
- Become familiar with the research.
- Collect testimonials and work samples.
- Collect resources on videos on Dual Language Model Lessons.
- Show confidence in the model
- Disseminate information to other school personnel during formal and informal meetings. It is important that everyone supports the program.
- Have information readily available!
- Include DL program information in School Information Packet.
- Visit other schools and other school districts with successful DL programs.
- Attend strong professional development sessions given at the district level, NABE, and/or TESOL.
- Coordinate with other programs in the district.

# Reflection Question

| | When do I do it? | How do I do it? |
|---|---|---|
| Set up my Classroom Space for success | | |
| Get to Know My Students Before Teaching | | |
| Collaborate with my Partner Teacher | | |
| Prepare Comprehensible Input for each lesson | | |
| Include Cooperative Learning for each lesson | | |
| Promote Language Through Speech for Opportunities in my class | | |
| Add informal assessments while I teach | | |

# Evaluation and Assessment

Evaluation and Assessment focus upon student, teacher, and school successes. How do we measure our students' proficiency in both languages and translate that into accountability of instructional and program success?

## Student Assessment

An assessment plan should be in place so teachers begin to collect information for monitoring program success regularly and consistently.

> Use dialogue journals and/or students' written work on assigned projects to assess the extent to which students have attained language and content.

> Ensure students are learning language skills in both languages by prioritizing their assessments equally.

> Explore weaknesses in the program and specific revisions to the curriculu as a whole grade or school. Prioritize assessment that can be shared with the school, district, and parents.

## Mandatory Standardized Testing

- This is a major challenge for DL programs.
- Extensive research proves that it is too early for most students, even in DL programs, to reach parity with students in all-English programs.
- Standardized tests cannot always assess what DL students know in English or in the content areas if tested in English until at least Grade 4, when they have gained enough proficiency in English
- More research is showing the success of DL students in standardized testing compared to their peers. Use this research to help your DL program show its sustainability and success.

## Monitoring Program Success

A way to monitor program success is by examining longitudinal data from various sources in the school or school district across grade levels to identify patterns of low performance. Consider these questions about your assessment plans.

- Are students writing in one content area but not others?
- Are they developing language skills in both languages?
- Are data used to strengthen the program?
- Are data used to improve teaching practices and the curriculum?

# Using a Checklist for DL Student Achievement in Addition to Standardized Test Results

Here are some questions to explore about assessment data in the school.

- How well did DL students learn English in comparison to students in all-English programs?

- How much did DL students achieve in academic subjects in comparison with all-English programs?

- How proficient did D   students become in the target language?

- How do DL students perform on standardized academic tests compared to other students in successful DL programs?

- How satisfied are the parents

- What are other positive outcomes?

# Using Data to Drive Instruction

To contribute to DL student learning, teachers must know how to use data gathered from various assessments to design lessons to meet DL students' needs using student feedback. Feedback, in this sense, flows from the student to the teacher so that the teacher can address students' misconceptions and/or plan for enrichment.

## Are you able to answer these questions about how assessments are used in your classroom and school?

- Are various assessment data utilized to inform teachers' instructional practices?

- What are the tools that teachers use to receive feedback from students? (i.e., exit slips, student work samples, formative and summative assessments, standardized assessments)

- Do teachers utilize this data to plan individually, within a grade level, and across grade levels?

# Best Practices in Classroom-Based and Large-Scale Assessments (Mihai, 2017)

- **Make Sure That Assessment Reflects Instruction**  It is very important that classroom assessment be based on classroom activities, which in turn must be based on objectives that are derived from curricular standards. All states have some form of large-scale content area tests that are based on statewide curricular standards. DL teachers should never teach to the test, but they need to make sure that classroom instruction and the subsequent activities will cover the content that will be tested by the state tests. Additionally, DL teachers should not introduce a new test task to their students on the test day; all test tasks should reflect activities that hav already been introduced multiple times in an instructional setting.

  This type of transparency and established routine is critical, so that students are assessed on their knowledge of content, not on their knowledge of how to do the activity. For example, some students may consider a short-answer response to consist of three or four words, whereas the usual expectation of a short-answer task is the equivalent of at least two or three linked sentences. If students are asked to produce short-answer responses on a test and they are not aware that they are expected to produce a full paragraph, they will not be able to demonstrate full mastery of the content because their understanding of the task is different from tha of the teacher.

- **Use State-Approved Accommodations:** All states allow test accommodations for DL students in statewide large-scale content area assessments, for example. An accommodation is effective if it levels the playing field for ELs  Therefore, DL teachers should make a point of using state-sanctioned accommodations in their classroom-based assessments and especially on their classroom-based tests. The first step in putting these accommodations into practice is for D  teachers to become familiar with what accommodation policies their states allow for standardized tests. Once the state-authorized accommodations are identified, D  teachers should do two things: (i) adapt those accommodations to the demands and characteristics of their classrooms, and (ii) emphasize the accommodations that best reduce the language barrier for their students.

## Where can I find more information about Assessment?

- WIDA Spanish Language Development Standards https://wida.wisc.edu/teach/standards/sld

- WIDA English Language Development Standards: https://wida.wisc.edu/teach/standards/eld

- W.R.A.P. Spanish Writing & Reading Assessment – Pacific Learnin

- Simple worksheets for young learners in English: Assessment for Pre-K and Preschool - PreKinders

- https://www.cal.org/twi/assessment.htm

- Language Assessment Quarterly: https://www.tandfonline.com/toc/hlaq20/current

# Reflection Question

What types of assessments can allow students to tap into their own cultural and linguistic knowledge to demonstrate their skills and values?

| Knowledge | What does my school use to measure? | What do I use to measure? |
|---|---|---|
| Spanish Language Knowledge | | |
| English Language Knowledge | | |
| Spanish content area knowledge (math, science, social studies) | | |
| English content area knowledge | | |
| Informal, ongoing assessment of developing knowledge | | |
| Formal, ongoing assessment of developing knowledge | | |
| Other types of assessment | | |

# Professional Learning

According to the Center for Applied Linguistics, Staff Quality and Professional earning are critical for the continued development and success of dual language programs. Staff, teachers, and leaders all need continued learning opportunities to stay abreast of Best Practices in Dual Language.

For example, a study of professional learning program for dual language conducted in California, Florida, and North Carolina, Nuestros Niños School Readiness Professional Development Program (NNSR) found that dual language instructional practices were enhanced as a result of teacher participation in the program (Castro et al., 2017). NNSR focused on developing teachers' proficiency in assessment, mall group activities for dual language learners, explicit vocabulary instruction, development of academic English, and social-emotional development (Castro et al., 2017). To implement NNSR, schools used a variety of formats, including professional learning sessions, instructional coaching, and professional development communities.

As your school develops its focus on Professional Development (PD), share with your school's leadership that you would like to see a focus on dual language development. When PD is scheduled, find out if the person will address language issues; if not, can they add it to the PD?

## Features of Effective Professional Developmen

Quality Professional Development for Dual Language Programs:

- is open to shared professional development activities with feeder and partner schools, including elementary, middle, and high schools
- aligns with the goals and priorities of your local program
- addresses language pedagogy and curriculum, materials, and resources; assessment; or the development of language skills in the partner language
- promotes educational equity with regard to high expectations for all students
- allows time for collaboration and input
- meets the needs of teachers, staff, and leadership and allows for all to participate t develop shared goals
- is not afraid of variety of opportunities, including teachers as mentors, book clubs, study groups, or community-wide retreats
- utilizes internal expertise and knowledge

# Dual Language Pedagogical Knowledge

Dual language teachers should be prepared with pedagogical knowledge to provide dual language instruction. As you prepare to teach the state standards in your subject area(s), you need to consider how to create academically engaging opportunities to engage dual language learners in deep thinking. Critical to this process is a deep understanding of dual language pedagogy as it relates to reading, writing, listening, and speaking. The objective is to allow dual language learners academic opportunities in both languages to reach deeper levels of learning (Alfaro et al., 2014). Some items to think about might include:

- How familiar are you with dual language pedagogy (i.e., translanguaging, bridging, etc.)?
- Do you have university coursework in dual language instruction?
- Have you participated in professional learning offered by the school district or pr - fessional organizations on dual language instruction?
- Are you knowledgeable about the curriculum and/content and how to apply DL pedagogy?
- Do you know people in your school who are knowledgeable about dual language pedagogy? Have you engaged with them to learn more?
- Can your grade-level professional learning community assist you in acquiring this knowledge?

# Knowledge of Content and Curriculum

In addition to dual language pedagogy, dual language teachers must possess a thorough understanding of the state standards for their content area and the curriculum used in their schools.

- Do you possess an understanding of the content standards for their subject area?
- Do you understand how the content standards spiral up and/or down through the grade levels?
- Do you have the necessary curricular materials to address DL student needs?
- Can you align the content standards for their subject area with the curriculum available in her or her school?

# Professional Learning

Dual language teachers' professional learning includes knowledge of dual language pedagogy, content and curriculum knowledge and pedagogical content instructional strategies, and cultural understanding of the community. Pedagogical content knowledge instructional strategies refer to those instructional practices that are needed to teach a specific subject area. For example, if you are teaching science, there is specific content pedagogy you should use when instructing a science course. Having an understanding of the context and culture of your community is also critical to your work as a dual language teacher. For example, researchers have found that this understanding of the community may impact the design of the dual language program (Alfaro et al., 2014).

Moreover, part of what you will do in the classroom is create connections between the students' language and classroom activities, assisting students in understanding the benefits of bilingualism (Ramirez & Ross, 2019). Additionally, an understanding of your school's community will impact the manner in which you engage with your students' families.

# Questions to ask yourself about your PD Needs

- Do you need professional learning for dual language pedagogical instructional strategies?
- Do you need professional learning regarding pedagogical content instructional strategies?
- Do you need professional learning related to curriculum materials and resources?
- Do you need professional learning to align dual language pedagogical instructional practices, pedagogical content instructional strategies, and curriculum materials and resources?
- Are you knowledgeable about the community's culture?

# Opportunities for Professional Development

- https://www.tesol.org/attend-and-learn
- The Center for Advanced Research on Language Acquisition (CARLA) (umn.edu)
- University online courses, seminars, and support such as https://ccie.ucf.edu/dl-steps/
- https://www.teachingforbiliteracy.com/services/
- http://drjosemedina.com/

# Reflection Question

After reading the components of Strands 1-5 above and the guiding questions for the strands, consider your level of development related to the components discussed. Examine each of the components and rate your level of development using the 0 through 4 scale. Then, determine next steps to continue your development of each of the components. As you continue your development, refer back to this scale to rate yourself over time and to continue to identify next steps for development.

Scale:
*0 = Not applicable*
*1 = No development*
*2 = Some development*
*3 = Developed*
*4 = Very developed*

| Component | Description | Rating | Next Steps |
|---|---|---|---|
| **Dual Language Pedagogical Knowledge (DLPK)** | Knowledge of the effective instructional strategies that are used for dual language instruction. | | |
| **Knowledge of Content and Curriculum** | Knowledge of the content area standards and the curriculum used in your school to teach the content standards. | | |
| **Using Data to Drive Instruction** | Knowledge of various kinds of data, including formative and summative assessments, to collect information on student understanding to plan next steps. | | |
| **Language Proficienc** | Academic proficiency in the partner la - guage of instruction, including reading, writing, speaking, and listening. | | |
| **Professional Learning** | Knowledge of one's own professional learning needs related to dual language instruction, content area knowledge, instructional strategies, students' culture, etc. to contribute to DL student learning outcomes. | | |

# Family and Community Engagement

This section of the handbook is focused on helping you discover the resources that you have available and imagine new possibilities for family and community engagement in a school with a Dual Language program. It is a little different in that the reflectio questions are embedded throughout the section as you process the material.

Family and community engagement can mean many different things depending on the context. In the school context, most of the time, community engagement is understood as an opportunity to include parents and guardians in the education of their children. It may be used as an opportunity to build relationships, promote active participation in school activities, and explore alternative educational activities that include family. In other cases, community engagement may be understood as an opportunity for citizens to get involved with the mission of local organizations and support communal efforts that promote a better quality of life. This work may also serve as an opportunity for civic engagement and for active participation in community building and in social change.

"No one educates anyone else, nor do we educate ourselves. We educate one another in communion, in the context of living in this world." *- Paulo Freire*

**What is family and community engagement to you?**

**When you think about family and community engagement, what memorable experience/activity comes to mind? What worked? What didn't?**

# Expanding our Understanding of Family and Community Engagement

Family and community engagement does not need to be reduced to the school walls or even to extra-curricular activities. Family and community engagement can be part of the day-to-day school activities and can include individuals and organizations from the broader community. Family and community engagement provides an opportunity for parents and community members to actively participate in the education of their children while strengthening and building relationships and networks that benefit everyone. Family and community engagement also provides an opportunity for children to understand that they belong to a community. It gives them a chance to become active participants in their education and in the creation of the community and the world they want to live in as agents of social change.

## The Relevance of Family and Community Engagement

Successful family and community engagement can have many benefits including

- establishing, strengthening, and continuing communication with parents, especially parents who face obstacles to getting involved (e.g., parents who work a lot, parents facing financial or personal difficulties, etc

- guiding parents as to "how to" get involved.

- helping parents understand the purpose and reassuring them of the benefits of Dua Language Education.

- supplementing curriculum.

- teaching civic responsibility and providing an opportunity for students to become agents of social change.

- promoting community building and involvement.

- teaching empathy by learning about community issues and assisting existing organizations.

- connecting classroom learning to the real world.

- giving children a chance to become active participants in their education.

# Family and Community Engagement Activities

Defining your goals and specific needs can help you plan family and communit engagement activities that can support you and your students in the ways that you feel are most valuable.

**List your goals; what would you like to achieve through family and community engagement?** Make sure to include needs and goals related to your Dual Language Program (e.g., reassuring parents of the benefits of Dual Language or clarifying how monolinguals can get involved) as well as goals and needs related to family and community engagement as such.

Many schools have already instituted or are trying new family and community engagement activities. Knowing what other people are doing, as well as collaborating with other teachers and schools, can make it easier to create and organize family and community engagement activities.

**Here is a list of some of the family and community engagement activities that other Dual Language teachers/schools are doing:**

- Creating and distributing a digital newsletter
- Creating a community support network
- Organizing school tours for parents that include visits to classrooms, explanation of curriculum, etc.
- Having virtual lessons that includes parents (via Zoom or similar platform) – so they can see what the children are doing and so that they can participate in class
- Working with a public library – resources and activities
- Using national events to promote local school activities
- Creating activities around Hispanic Heritage Month
- Creating activities to involve Spanish readers

- Participating in Read Across America

- Creating resources to support parents in helping their children with the unique challenges and wonderful opportunities of Dual Language programs

- Creating activities open to all parents in the community, including parents from other schools

- Creating a bank of ideas on how to connect with parents, along with a list of needs and expectations

- Practicing "individual outreach" as needed to support family and community engagement effort

**What family and community engagement activities can you envision having at your school?**

## Difficulti

Especially during challenging times, family and community engagement may feel difficult or overwhelming. Parents may be difficult to contact; they may have comp or long work schedules. They may be facing difficulties at home and/or at work or ma be overwhelmed with other obligations. On the other hand, teachers may feel there is little flexibilit . They may not have enough time or may feel depleted and tired; they themselves may be trying to "survive." Nevertheless, family and community engagement can be very rewarding and may, in fact, alleviate some of the difficulties that teachers children, and parents face.

**The parents/families at your school will probably have different backgrounds and needs.** It is important to remember that not all Latin Americans or Hispanics have the same background or are in the same situation. Every country and every individual is different; avoid making assumptions or generalizations

You may find that Latin American or Hispanic parents face specific challenges that reflect the inequality and difficulties faced by people of color and immigrants in t United States. Difficulties may includ

- visa procedures and formalities or immigration status;
- family separation;
- language barriers;
- working long hours and/or working physically demanding or risky jobs;
- low-income issues such as job insecurity, food insecurity, and homelessness;
- adjusting to a new culture and life;
- challenges associated with being entrepreneurs or small business owners;
- shifts in career due to immigration;
- excessive cost or denial of college education for students and/or their siblings based on immigration status/visas.

**What are some issues and difficulties faced by the children you serve at you school and their families?**

**How do these difficulties affect family and community engagement at yo school?**

# Resources – Local Organizations, Local Individuals, School Administrators and Staff, and Other Local School

There are many resources available to help you design relevant ways to bring together students, parents, and community.

**Getting to know your local organizations can be a great resource.** Some organizations may have activities that the school can join or collaborate with.

**What local organizations do you know?** (make a list)

## A Sample of Community Organizations

The links provided below belong to either the organization in general or the organization in a specific location. Remember that many of these organizations operate in differen places in Florida and may have partner organizations or may know of other organizations that can provide similar services in your area. This list is provided as a guide so that you may look for your local organization.

**Arts Organizations** such as museums and children's theaters (may include online activities such as videos and lesson plans)

- Your city's Children's Theater; for example, the Orlando Repertory Theatre
- Your city's Science Center
- MicheLee Puppets
- The Dali Museum
- Teatro SEA
- Global Peace Film Festival

**Immigration, Farmworkers, and Refugee Organizations**

- Farmworkers Association of Florida
- Catholic Charities
- Hope Community Center

**LGBTQ+ Organizations**

- QLatinX
- The Center
- Zebra Coalition

**Hunger, Homelessness, & Affordable Housin**

- Coalition for the Homeless
- Habitat for Humanity
- Mustard Seed
- Second Harvest Food Bank
- Society of St. Andrew
- Orlando Union Rescue Mission

**Civic & Political Organizations**

- Your city; for example, City of Orlando
- Rotary Club
- Hispanic Chamber of Commerce
- Latino/Latinx organizations and Associations: for example, Puerto Rican Professional Organization

**Disability Inclusion**

- Easter Seals
- OCA

**Education**

- A Gift for Teaching
- Adult Literacy League
- Holocaust Memorial Resource and Education Center of Florida

**Environment & Animal Welfare**

- Your county's Environmental Protection Division
- Local gardens: Henry Nehrling Society and Mead Garden
- Animal's sanctuaries: Journey's End
- Local SPCA

**Faith Based**
**\*note: many faith-based organizations are included elsewhere in this list**
**because they provide targeted community services**

- Islamic Center of Central Florida
- CAIR – Council on American-Islamic Relations
- Local churches, cathedrals, synagogues or temples, for example, St. Mary Magdalen Catholic Church
- Your city's Diocese: for example, the Diocese of Orlando

**Health**

- Give Kids the World
- Ronald McDonald House
- St Jude's Children's Research Hospital

**Senior Adults**

- Nursing homes; for example, The Gardens at DePugh Nursing Home
- Senior adult living facilities: for example, Mayflowe
- Organizations that connect communities: for example, SERV

**Teen Pregnancy & Domestic Violence**

- Beta Center
- Harbor House

**Youth**

- Best Buddies
- Boys & Girls Club
- Children's Home Society
- One Hope United
- Your city's Community Center

**After looking at this list of organizations, what additional organizations can you add to the list that you created above?**

**How could the organizations on your list support your efforts of community engagement?** (e.g., offering an event that your school can participate in, distributing information about a school event, co-sponsoring an event, etc.)

Besides access to activities and support with event promotion, **Community Organizations** can also provide services that can help alleviate issues and difficultie that the children, parents, or families might face.

**How can organizations from your list support the students and families you serve with the issues they face?** (e.g., Second Harvest Food Bank can provide food access for families facing food insecurity)

**You can connect community engagement activities with the needs of students' families.** For instance, if food insecurity is an issue, you may design a family and community engagement activity at a local pantry. This way your activity will become even more relevant and will become more accessible to the children and families you serve.

**What kind of community engagement activities can you imagine that connect organizations from your list with the needs of students and their families?**

```


```

**Not only can your community engagement activities connect with the needs of students and their families, they can also connect with the needs/goals of your Dual Language Program.** For instance, if food insecurity is an issue, explaining the benefits of Dual Language to parents is a need, and practicing bilingual skills in the real world is a goal, you may design an activity that tackles all three. Perhaps, you can organize a night at Second Harvest Food Bank where families attend a talk about the benefits of Dual Language and also about the services offered by the food bank  At the end of the night, families could engage in packing boxes of food together. Families could mark the boxes with bilingual labels giving an opportunity for the children to practice their language skills. This activity allows the families to engage in volunteer work, learn about the Dual Language program, and practice language skills. In addition, those who need the service can learn about this resource and take a box of food home if desired.

**What kind of family and community engagement activities can you imagine that connect organizations from your list with the needs of students and their families, and with the needs of your Dual Language Program?** (as in the example shown above)

```


```

**Individuals in the community can also be a great resource.**

**List individuals who may be able to support your family and community engagement efforts and explain how they can hel** (e.g., an Executive Director of a non-profit who can help you organize an event; business owners who may partner to support children in practicing language skills in the real world; public servants who may attest to the benefits of a Dual Language education; artists, activists or specific   arents, who can help with activities, etc.).

**Your students are also a great resource.**

The best way to collaborate with your students is to come up with ideas with them and to ask for their support directly.

**What are some activities that you could do with your students to inspire them to create community engagement activities?** (e.g., mind mapping, role playing, etc.)

**How can your students help you/support your efforts of engaging their parents, families, and community?** (e.g., bringing information home, creating a presentation for their family about the importance of attending an event, etc.)

```


```

## School Staff and Administrators

Support from staff and administrators is crucial for the creation and sustainability of successful family and community engagement.

**How can staff and administrators support your family and community engagement efforts?** (include specific individuals, if applicable

```


```

## Other Local Schools

Local schools in your area (or surrounding areas) may also be a great resource for collaboration. Some of these schools may simply be good partners for community engagement events; others may already be working on Dual Language, may be interested in implementing the program, or may just be curious to know how it works. You may also identify schools that you think would be great candidates for Dual Language and may support your efforts to continue Dual Language education beyond the grade levels at your school.

**Identify partner schools in your area. Based on the possibilities outlined above** (or any others you can imagine), list possible partner schools and explain what type of partnership you envision:

Family and community engagement is a commitment to understanding that education is not one person's or even one institution's sole responsibility. It is the understanding that, as Paulo Freire said, "No one educates anyone else, nor do we educate ourselves. We educate one another in communion, in the context of living in this world."

Administrators, staff, teachers, parents, and community members have a responsibility for participating in our children's education. It is in this communal effort that we learn from one another and in this learning, we get to build the world we want and the future we always dreamed of.

Now that we have learned and brainstormed about family and community engagement's meaning, impact, and possibilities, **what do you want YOUR OWN family and community engagement to look like, include, and achieve?**

**Begin to plan a community engagement event.** Read these steps and then use the table below to think about your own local project.

1. Identify the need(s) or goal(s) for this opportunity (e.g., reassuring parents about the benefits of Dual Language education)

2. Identify an issue in the community (e.g. food insecurity).

3. Choose a partner organization (e.g., Second Harvest Food Bank).

4. Identify individuals in the community that can help.

5. Identify individual staff members and administrators that can support you

6. If applicable, identify a partner school for this event.

7. Design an activity to inspire students to create the community engagement activity.

8. After designing the activity, identify how staff, administrators, and student can support this event (e.g., distributing information, staffing the event, etc

| 1. |
|---|
| 2. |
| 3. |
| 4. |
| 5. |
| 6. |
| 7. |
| 8. |

# Resources for Success

In Resources for Success, you will see the resources divided into online books, social media, websites, and print books. Feel free to add your own so you can keep your lists close to you.

## Online Booklets

| Title | Summary | Link | Available |
|-------|---------|------|-----------|
| *Promoting the Educational Success of Children and Youth Learning English* | Examines how evidence based on research relevant to the development of DLLs/ELs from birth to age 21 can inform education and health policies and related practices that can result in better educational outcomes. This report makes recommendations for policy, practice, and research and data collection focused on addressing the challenges in caring for and educating DLLs/ELs from birth to grade 12. | https://www.nap.edu/catalog/24677/promoting-the-educational-success-of-children-and-youth-learning-english | PDF – free<br><br>Paperback – $89.00<br><br>eBook – $69.99 |
| *National Education Technology Plan* | The flagship educational technology policy document for the United States. The Plan articulates a vision of equity, active use, and collaborative leadership to make everywhere, all-the-time learning possible. | https://tech.ed.gov/netp/ | PDF – free |

| | | | |
|---|---|---|---|
| *Digital Learning Resources Matrix* | Explore the different types of educational technology within each of the three categories of resources. These are outlined in the Digital Learning Resources Matrix, a summary matrix showing three categories and types of technology resources that was developed for the study. | https://tech.ed.gov/ files/2018/10/matrix-di - ital-learning-resourc- es-supports.pdf | PDF – free |
| *Privacy and Education Technology* | These resources address a number of questions concerning information sharing, web-hosting, and telecommunication, and present some requirements and best practices to consider when evaluating the use of online educational services. | https://studentprivac. ed.gov/Apps | Website with links to PDF documents – free |
| *IDEA and FERPA Confidentiality Provisions* | IDEA PART B, IDEA PART C, and FERPA confidentiality guidelines side-by-side comparisons | https://www2.ed.gov/ policy/gen/guid/ptac/pdf/ idea-ferpa.pdf | PDF – free |
| *Common Sense Education* | Navigate to the "EdTech Reviews and Resources" page and search for different technology resources. | https://www.common- sense.org/education/ | Website – free |
| *The EdSurge Product Index* | A community-driven database of edtech products for curriculum, teacher needs, educational operations, post-secondary, and everything else. | https://www.edsurge.com/ | Website – free |

| | | | |
|---|---|---|---|
| *Protecting Student Privacy Recorded Webinars* | Recordings of the various webinars that have been conducted on various aspects of student privacy. These webinars explore topics in depth or have been conducted to support previously released guidance documents. New recordings are posted periodically as new webinars are presented. | https://studentprivacy.ed.gov/content/record-ed-webinars | Webinars – free |
| *The Future Ready District: Professional Learning Through Online Communities of Practice* | Information on online communities of practice. | https://tech.ed.gov/future-ready/professional-learn-ing/future-ready-district/ | PDF – free |
| *My Digital Chalkboard* | An interactive online environment that allows educators to search for teaching resources and participate in an online community of teaching professionals. | https://www.mydigital-chalkboard.org/ | Website – free (account creation necessary) |
| *OER Commons* | A public digital library of open educational resources. It is a site where educators from around the world explore, create, and collaborate. The site provides curated collections of technology, and users can search by keywords and refine the search results with filters | https://www.oercommons.org/ | Website – free |

| | | | |
|---|---|---|---|
| *The National Clearinghouse for English Language Acquisition (NCELA)* | Provides a range of resources, including current demographic data on English learners, and information on federal grant programs and policy. | https://ncela.ed.gov/ | Website – free |
| *NCELA Nexus* | A semimonthly e-newsletter to share new resources, upcoming events, and other announcements, and provide links to opportunities for jobs, education, and funding related to the education of ELs and the EL community. Nexus subscribers may also receive occasional, time-sensitive announcements from OELA and NCELA. | https://ncela.ed.gov/ncela-nexus | Newsletter – free – sub-scription via email |
| *The Office of Educational Technology (OET)* | Provides links to recent reports on professional development and instructional practices using educational technology, among other resources. Explore the website for additional information that, while not specific to English learners, can inform your thinking about technology use. | https://tech.ed.gov/ | Website – free |

# Websites and Videos

| Title | Summary | Link | Available |
|---|---|---|---|
| *English Learner Achievement Network* | The ELAN prepares pre- and in-service teachers of every subject area and grade level to reach English learners so they can reach the highest levels of academic achievement and language development. | https://englishlearner-achievement.com/ | Site |
| *Cafecito con Yvonne* | Highlights three dual language resources for students, educators, and parents | https://www.youtube.com/channel/UC8UkQT-LO7kIqmuFEpsRSf6w | Youtube Video Series |
| *¡Colorin Colorado!* | Dual Language resources | https://www.colorincolora-do.org/bilingual-dual-lan-guage-education  https://www.youtube.com/channel/UCgCfx-f37832Ezj-PJqtqIBA | Site   Youtube Video Series |
| *Florida Association of Bilingual Educators* | FABE | https://fabefl.org | Site |
| *Dual Language Schools* | | https://duallanguages-chools.org/ | Site |
| *Facebook Communities* | Dual Language Online Learning | (20+) Dual Language Online Learning \| Groups \| Facebook | Social Media |
| *New Dual Language Program Network* | Dual Language Facebook groups | (20+) New Dual Language Programs Network \| Groups \| Facebook | Social Media |
| *Bilingual Teachers/Dual Language* | Bilingual teacher Facebook groups | (20+) Bilingual teachers/ Dual Language \| Facebook | Social Media |
| *Dual Language of New Mexico* | | What is Dual Language Education? - Dual Language Education of New Mexico (dlenm.org) | Site |

| | | | |
|---|---|---|---|
| *Center for Applied Linguistics (CAL)* | Dual Language Resource Directory | Dual Language Directory (cal.org)<br><br>https://www.youtube.com/channel/UC9GEAJVy-dLekuhORAHkZtdw | Site<br><br>Youtube Video Series |
| *Donor's Choose* | Fundraising for Teachers | https://www.donor-schoose.org/ | Site |
| *Guide to Starting a New Dual Language Program* | Chapter One available | Dual Language Leader-ship Team and Research - Resources for Dual Lan-guage Schools, Parents, and Teachers | Link |
| | Early Childhood Videos | https://www.youtube.com/user/EarlyChildhoodVid-eos | Video |
| *Videokids TV Canciones* | | https://www.youtube.com/channel/UCpnYWxLP-MzyYn-WryA5Zhug | Video |
| *El Show de Palina* | | https://www.youtube.com/user/Ultimasnoticiasole | Video |
| *Calico Spanish for Kids* | | https://www.youtube.com/user/kidsimmersion | Video |
| | Teaching at the beginning | https://www.youtube.com/channel/UCKQ5FgGVIFp-dt36_sv9FL-Q | Video |
| *¡Pocoyó!* | Videos and materials in Spanish, English, Portuguese, Turkish, and Russian | https://www.pocoyo.com/<br><br>https://www.youtube.com/user/pocoyotv | Site<br><br>Video |
| *Common Lit* | Literacy Materials for Spanish and English, all free | https://www.commonlit.org/ | Site |
| *Spanish Playground* | Spanish-language videos, readings, activities, printables, songs, jokes, and games; Holidays & seasons | https://spanishplayground.net/ | Site |
| *Spanish language dictionary* | Online Spanish language dictionary | Diccionario de la lengua española \| Edición del Tri-centenario \| RAE - ASALE | Online Bilingual Dictionary |

# Other Resources

# Dual Language Classroom Teacher and Peer Observation Form

## Instructions for use

Teaching in a dual language program requires using second language strategies to ensure comprehensible instruction for developing oral language and bi-literacy skills. To contribute to student learning, teachers must assess and monitor their performance with observations and collaborations.

The following observation checklist can be used by teachers, administrators, and coaches/mentors to assist teachers in improving their performance in the dual language classroom.

We recommend having a pre- and post-conference to go over the planned lesson for the day and to discuss the form after use.

Use the following observation form to rate the teacher's level of performance using the 0-4 scale, then determine the next steps that teachers need to improve in each of the categories.  Put a check mark under the appropriate category and make any relevant notes during the observation for the rating.

As you, the teacher, continue to improve your performance, refer back to the observation form scale to rate yourself over time and note the next steps to improve your performance.

Use the following scale and write the appropriate number next to each item in the scale.  Refer back to the scale during scoring.
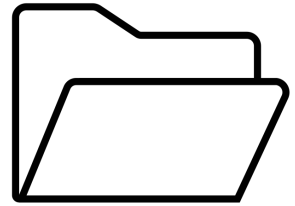
Scale
0-    Not Applicable or Not Observed
1-    No development
2-    Some development
3-    Developed
4-    Very developed

# Organization

Scale

0-    Not Applicable or Not Observed
1-    No development
2-    Some development
3-    Developed
4-    Very developed

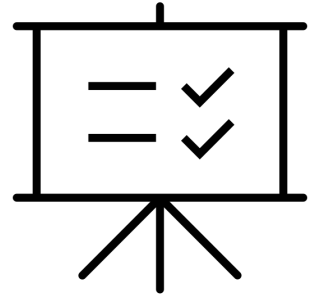| Organization | Rating | Comments |
|---|---|---|
| 1. Begins class on scheduled time. | | |
| 2. Demonstrates use of a well developed lesson plan. | | |
| 3. Summarizes major points throughout the class. | | |
| 4. Monitors students' practice activities effectivel . | | |
| 5. Allows sufficient time to comple in-class activities. | | |
| 6. Uses the target language and does not mix languages | | |
| 7. Ends class on scheduled time. | | |
| **Comments/Next Steps for Improvement:** | | |

# Presentation

Scale

0- Not Applicable or Not Observed
1- No development
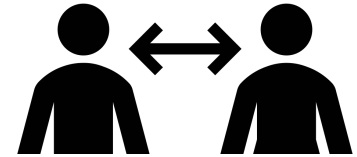2- Some development
3- Developed
4- Very developed

| Presentation | Rating | Comments |
|---|---|---|
| 1. Communicates audibly and clearly. | | |
| 2. Varies pace and tone to keep students alert. | | |
| 3. Uses strategies that facilitate comprehension (speaks at a slower pace, rephrases, uses visuals, re-al-life examples, TPR (Total Physical Response), etc.) | | |
| 4. Incorporates instructional supports (diagrams, graphic organizers) to ensure understanding) | | |
| 5. Explains and emphasizes major/minor points with clarity. | | |
| 6. Defines unfamiliar terms an concepts. | | |
| 7. Uses good examples to clarify points. | | |
| 8. Varies explanations for complex or difficult materia | | |
| 9. Uses digital tools to present abstract concepts. | | |
| 10. Promotes a multicultural environment. | | |
| **Comments/Next Steps for Improvement:** | | |

# Teacher-Student Interaction

Scale

| | | | |
|---|---|---|---|
| 0- | Not Applicable or Not Observed | 3- | Developed |
| 1- | No development | 4- | Very developed |
| 2- | Some development | | |

| Teacher-Student Interaction | Rating | Comments |
|---|---|---|
| 1. Asks higher-order critical thinking questions. | | |
| 2. Promotes student's participation and comments. | | |
| 3. Incorporates student responses when appropriate. | | |
| 4. Uses positive reinforcement to encourage student participation and intellectual risk-taking. | | |
| 5. Encourages students to interact respectfully with each other. | | |
| 6. Addresses potentially disruptive behaviors before they affect th learning environment. | | |
| 7. Waits sufficient time for students answer questions. | | |
| 8. Refers to students professionally and shows compassion and respect | | |
| 9. Responds to incorrect answers constructively. | | |
| 10. Uses verbal cues to show enthusiasm about the content. | | |
| 11. Provides effective and positiv feedback. | | |
| 12. Uses web based or digital tools to promote collaborative virtual learning environment | | |
| 13. Provides opportunities for students to practice what they have learned. | | |
| **Comments/Next Steps for Improvement:** | | |

# Content Area Teaching

Scale
0-      Not Applicable or Not Observed
1-      No development
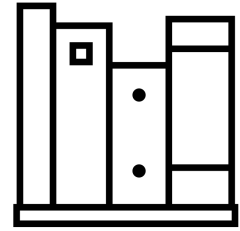2-      Some development
3-      Developed
4-      Very developed

| Content Area Teaching | Rating | Comments |
|---|---|---|
| 1. Incorporates pre-reading activities by developing oral language and eliciting prior knowledge. | | |
| 2. Introduces and helps students to practice new vocabulary | | |
| 3. Presents language concepts needed to comprehend text. | | |
| 4. Corrects and teaches pronunciation. | | |
| 5. Makes distinctions between fact and opinion. | | |
| 6. Helps students make connections/ bridge ideas from lesson taught in L2. | | |
| 7. Communicates the reasoning process behind operations and/or concepts. | | |
| 8. Specifies how learning tasks will be assessed (if applicable). | | |
| 9. Asks higher- order critical thinking skills | | |
| **Comments/Next Steps for Improvement:** | | |

# Teaching Assessment Strategies

Scale
0-     Not Applicable or Not Observed
1-     No development
2-     Some development
3-     Developed
4-     Very developed

| Teaching Assessment Strategies | Rating | Comments |
|---|---|---|
| 1. Uses strategies to ensure comprehension and mastery of new knowledge and academic language. | | |
| 2. Uses bridging strategies to help students to connect concepts learned in L2 to L1. | | |
| 3. Fosters ongoing student engagement in class and/or a collaborative virtual classroom | | |
| 4. Monitors students' practice activities effectivel . | | |
| 5. Uses varied group activities to address higher-order thinking | | |
| 6. Incorporates instructional technology to enhance students learning | | |
| 7. Integrates informal assessment strategies to assess knowledge gained. | | |
| 8. Incorporates both formative and summative assessments into classroom instruction | | |
| **Comments/Next Steps for Improvement:** | | |

# Recommended Reading List

*Teaching for Biliteracy: Strengthening Bridges between Languages* (2012) by Karen Beeman and Cheryl Urow.

*Biliteracy from the Start: Literacy Squared in Action* (2013). Kathy Escamilla, Susan Hopewell, and Sandra Butvilofsky.

*Dual Language Essentials for Teachers and Administrators (2nd ed.)*, (2018) by Yvonne S Freeman and David E Freeman.

*Dual Language Education: Program Design and Implementation* (2016) by Sonia Soltero.

*An Educator's Guide to Dual Language Instruction: Increasing Achievement and Global Competence, K–12* (2016) by Gayle Westberg and Leslie Davidson.

*Academic Language in Diverse Classrooms: Definitions and Contexts* (2014) by Margo Gottlieb and Gisela Ernst-Slavit.

*A Parents' and Teachers' Guide to Bilingualism* (2014) by Colin Baker.

*The Translanguaging Classroom: Leveraging Student Bilingualism for Learning* (2016) by Ofelia Garcia and Susana Ibarra Johnson.

*¡Toma la palabra!* (2017) by Monica Lara (text in Spanish).

*The ELL Teacher's Toolbox: Hundreds of Practical Ideas to Support Your Students* (2018) by Larry Ferlazzo.

[*The study of language* *(7th ed.)*](#) (2020) by George Yule.

[*Dual Language Instruction: Practical Guidance for Teachers and Administrators*](#) (2013) by Else Hamayan, Fred Genesee, and Nancy Cloud.

[*Educating English learners: What every Classroom Teacher Needs to Know*](#) (2014) by Joyce Nutta, Carine Strebel, Kouider Mokhtari, Florin Mihai, and Edwidge Crevecoeur-Bryant, E. (2014).

[*Show, Tell, Build: 20 Key Instructional Tools and Techniques for Educating English Learners*](#) (2018) by Joyce Nutta, Carine Strebel, Florin Mihai, Edwidge Crevecoeur-Bryant, and Kouider Mokhtari.

***The Assessment of Emergent Bilinguals: Supporting English Language Learners***
(2017) by Kate Mahoney.

***Assessing English Learners in the Content Areas: A Research-Into-Practice Guide for Educators*** (2017) by Florin Mihai.

***Solutions for the Assessment of Bilinguals*** (2013) by Virginia C. Mueller-Gathercole (Ed.).

***Foundations for Multilingualism in Education: From Principles to Practice*** (2011) by Ester de Jong

***Home, School, and Community Collaboration: Culturally Responsive Family Engagement*** (2018) by Kathy B. (Beth) Grant, Julie A. Ray

***Advocating for English Learners: A Guide for Educators*** (2013) by Diane Staehr Fenner

# References

August, D., & Hakuta, K. (Eds.). (1997). Improving schooling for language minority children: A research agenda. National Academy Press.

Calderón, M. E., & Minaya-Rowe, L. (2003). Designing and implementing two-way bilingual programs. Corwin Press.

Cardenas, J. A., & Cardenas, B. (1977). The theory of incompatibilities: A conceptual framework for responding to the educational needs of Mexican American children. Intercultural Development Research Association.

Castellano, M., Stringfield, S., & Stone, J. R. (2002). Helping disadvantaged youth succeed in school: Second-year findings from a longitudinal study of CTE-based whole-school reforms. National Dissemination Center for Career and Technical Education.

Christian, D., & Genesee, F. (Eds.). (2001). Bilingual education. Teachers of English to Speakers of Other Languages, Inc.

Clark, E. R., Flores, B. B., Riojas-Cortez, M., & Smith, H. (2002). You can't have a r ainbow without a tormenta: A description of an IHE's response to a community need for a dual-language school. Bilingual Research Journal, 26, 123-148.

Cloud, N., Genesee, F., & Hamayan, E. (2000). Dual language instruction: A handbook for enriched education. Heinle & Heinle.

Collier, V. (1989). How long? A synthesis of research on academic achievement in a second language. TESOL Quarterly, 23, 509-531.

Collier, V. (1992). A synthesis of studies examining long-term language minority student data on academic achievement. Bilingual Research Journal, 16, 187-212.

Cummins, J. (1981). The role of primary language development in promoting educational success for language minority students. In California State Department of Education (Ed.), Schooling and language minority students: A theoretical framework. California State University; Evaluation, Dissemination, and Assessment Center.

Cummins, J. (1986). Empowering minority students: A framework for intervention. Harvard Educational Review, 56, 18-36.

Cummins, J. (2000). Biliteracy, empowerment, and transformative pedagogy. In J. V. Tinajero & R. A. DeVillar (Eds.), The power of two languages 2000: Effective dual language use across the curriculum (pp. 9-19). McGraw Hill.

de Jong, E. J. (2002). Effective bilingual education: From theory to academic achievement in a two-way bilingual program. Bilingual Research Journal, 26.

Del Valle, S. (2003). Language rights and the law in the United States: Finding our voices. Multilingual Matters.

Doherty, R. W., Hilberg, R. S., Pinal, A., & Tharp, R. G. (2003). Five standards and student achievement. NABE Journal of Research and Practice, 1, 1-24.

Dulay, H., & Burt, M. (1978). From research to method in bilingual education. In J. Alatis (Ed.), International dimensions in bilingual education. Georgetown University Press.

Escamilla, K. (2000). Teaching literacy in Spanish. In J. V. Tinajero & R. A. DeVillar (Eds.), The power of two languages 2000: Effective dual-language use across the curriculum (pp. 126-141). McGraw Hill.

Faulkner-Bond, M., Waring, S., Forte, E., Crenshaw, R. L., Tindle, K., & Belknap, B. ( (2012). Language instruction educational programs (LIEPs): A review of the foundational literature. Available at https://files.eric.ed.gov/fulltext/ED531981.pd

Garcia, P. A., & Gopal, M. (2003). The relationship to achievement on the California High School Exit Exam for language minority students. NABE Journal of Research and Practice, 1, 123-137.

Genesee, F. (1985). Second language learning through immersion: A review of U.S. programs. Review of Educational Research, 55, 541-561.

Genesee, F. (1987). Learning through two languages. Newbury House.

Genesee, F., Lindholm-Leary, K., Saunders, W., & Christian, D. (Eds.). (2006). Educating English language learners: A synthesis of research evidence. Cambridge University Press.

Goldenberg, C. (2000). Promoting early literacy development among Spanish-speaking children: Lessons from two studies. In J. V. Tinajero & R. A. DeVillar (Eds.), The power of two languages 2000: Effective dual-language use across the curriculum (pp. 83-101). McGraw Hill.

Guerrero, M., & Sloan, K. (2001). When exemplary gets blurry: A descriptive analysis of four exemplary K-3 Spanish reading programs in Texas. Bilingual Research Journal, 25, 253-280.

Holobow, N., Genesee, F., & Lambert, W. E. (1991). The effectiveness of a foreign language immersion program for children from different ethnic and social class backgrounds: Report 2. Applied Psycholinguistics, 12, 179-198.

Howard, E. R., Christian, D., & Genesee, F. (2003). The development of bilingualism and biliteracy from Grade 3 to 5: A summary of findings from the CAL/CREDE study of two-way immersion education. Center for Research on Education, Diversity & Excellence.

Howard, E. R., & Sugarman, J. (2007). Realizing the vision of two-way immersion: Fostering effective programs and classrooms. Center for Applied Linguistics and Delta Systems.

Howard, E. R., Sugarman, J., & Christian, D. (2003). Trends in two-way immersion education: A review of the research. Center for Research on the Education of Students Placed At Risk.

Howard, E. R., Sugarman, J., Christian, D., Lindholm-Leary, K. J., & Rogers, D. (2007). Guiding principles for dual language education (2nd ed.). Center for Applied Linguistics.

Kirk Senesac, B. V. (2002). Two-way bilingual immersion: A portrait of quality schooling. Bilingual Research Journal, 26, 85-101.

Krashen, S. (1981). Bilingual education and second language acquisition theory. In California State Department of Education (Ed.), Schooling and language minority students: A theoretical framework. California State University; Evaluation, Dissemination, and Assessment Center.

Lambert, W. E., Genesee, F., Holobow, N., & Chartrand, L. (1993). Bilingual education for majority English-speaking children. European Journal of Psychology of Education, 8, 3-22.

Lindholm, K. J., & Molina, R. (2000). Two-way bilingual education: The power of two languages in promoting educational success. In J. V. Tinajero & R. A. DeVillar (Eds.), The power of two languages 2000: Effective dual-language use across the curriculum (pp. 163-174). McGraw Hill.

Lindholm-Leary, K. J. (2001). Dual language education. Multilingual Matters.

Lindholm-Leary, K. J. (2003). Language and education issues affecting Asian Pacific American students. Keynote speech presented at the California Association for Asian and Pacific American Education and National Association for the Education and Advancement of Cambodian, Laotian, and Vietnamese Americans, Woodland Hills, CA.

Lindholm-Leary, K. J. (2004a). Biliteracy issues and outcomes in different models of dual language programs. Paper presented at the 13th annual Illinois Reading Recovery/DLL Institute, Chicago, IL.

Lindholm-Leary, K. J. (2004b). Dual language education issues: Implications for students in Korean/English dual language programs. Invited presentation to Korean dual language teachers, Los Angeles, CA.

Lindholm-Leary, K. J., & Borsato, G. (2001). Impact of two-way bilingual elementary programs on students' attitudes toward school and college (Research Rep. No. 10). Center for Research on Education, Diversity & Excellence.

Lindholm-Leary, K. J., & Borsato, G. (2006). Academic achievement. In F. Genesee, K.

Lindholm-Leary, W. Saunders, & D. Christian (Eds.), Educating English language learners: A synthesis of research evidence (pp. 176-222). Cambridge University Press.

Lindholm-Leary, K. J., & Ferrante, A. (2003). Middle school students' attitudes toward school and college: Influence of two-way immersion (Final report). Center for R search on Education, Diversity & Excellence.

Lindholm-Leary, K. J., & Hargett, G. (2007). The evaluator's toolkit for dual language programs. Sacramento, CA: California State Department of Education. Retrieved July 1, 2007, from www.cal.org/twi/evaltoolkit

Long, M. H. (1981). Input, interaction and second language acquisition. In H. Winitz (Ed.), Native language and foreign language acquisition. Annals of the New York Academy of Sciences, 379, 259-278.

Lyons, J. (1995). The past and future directions of federal bilingual education policy. In O. García & C. Baker (Eds.), Policy and practice in bilingual education: Extending the foundations (pp. 1-15). Multilingual Matters.

Riehl, C. J. (2000). The principal's role in creating inclusive schools for diverse students: A review of normative, empirical, and critical literature on the practice of educational administration. Review of Educational Research, 70, 55-81.

Slavin, R. (1994). Cooperative learning: Theory, research and practice (2nd ed.). Allyn and Bacon.

Slavin, R. E., & Calderón, M. (2001). Effective programs for Latino students. Erlbaum

Swain, M. (1987). The case for focused input: Contrived but authentic—Or, how content teaching needs to be manipulated and complemented to maximize second language learning. Plenary paper presented at the annual conference of Teachers of English to Speakers of Other Languages, Vancouver, BC, Canada.

Thomas, W. P., & Collier, V. (2002). A national study of school effectiveness for language minority students' long-term academic achievement. Center for Research on Education, Diversity & Excellence.

Troike, R. C. (1978). Research evidence for the effectiveness of bilingual education. NABE Journal, 3, 13-24.

Troike, R. C. (1986). Improving conditions for success in bilingual education programs. Prepared for Committee on Education and Labor, U.S. House of Representatives.

Trujillo, A. (2008). Latino civil rights movement. In J. M. González (Ed.), Encyclopedia of Bilingual Education (pp. 505-510). Sage.

U.S. Department of Education. (2003). Non-regulatory guidance on the Title III State Formula Grant Program. Part II: Standards, assessments, and accountability. Office of English Languag Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students

Valdés, G. (1997). Dual-language immersion programs: A cautionary note concerning the education of language-minority students. Harvard Educational Review, 67, 391-429.

Willig, A. (1985). A meta-analysis of selected studies on the effectiveness of bilingual education. Review of Educational Research, 55, 269-317.

Wong Fillmore, L. (1985). When does teacher talk work as input? In S. M. Gass & C. G. Madden (Eds.), Input in second language acquisition (pp. 17-50). Newbury House.

Wright, W. E. (2010). Language and education policy for ELLs. In W. E. Wright (Ed.), Foundations for teaching English language learners: Research, theory, policy, and practice (pp. 70-76). Caslon Publishing.

# Works by Thomas and Collier

Dr. Virginia Collier (Professor Emerita of Bilingual/Multicultural/ESL Education at George Mason University in Fairfax, Virginia) and Dr. Wayne Thomas (Professor Emeritus of Evaluation & Research Methodology in the Graduate School of Education at George Mason University in Fairfax, Virginia) are authors of five new books that summarize all their research of the past 34 years: Educating English Learners for a Transformed World (2009), Dual Language Education for a Transformed World (2012), Creating Dual Language Schools for a Transformed World: Administrators Speak (2014, with 24 collaborative authors), Why Dual Language Schooling (2017), and Transforming Secondary Education: Middle and High School Dual Language Programs (2018, with 19 collaborative authors). All five books in this series are published in print and electronic form by Dual Language Education of New Mexico-Fuente Press.

These books present a readable synthesis of research in our field, written for all educators and policy makers, including an overview of the Thomas & Collier research findings with our research figures for staff developers to us    The first and second books have been translated into Spanish and are available in electronic form, and translation is in progress for the fourth book. Drs. Collier & Thomas were invited to summarize their life's work in "Validating the Power of Bilingual Schooling: Thirty-Two Years of Large-Scale, Longitudinal Research," published in the 2017 edition of the Annual Review of Applied Linguistics. In addition, Dr. Collier has 72 other publications in the field of language education. (Information from their website: https://www.thomasandcollier.com/)

Collier, V.P., & Thomas, W.P. (2020). Why dual language works for everyone, PK-12. Multilingual Educator, California Association for Bilingual Education, March 2020 annual edition.

Collier, V. P., & Thomas, W. P. (2017). Validating the power of bilingual schooling: Thirty-two years of large-scale, longitudinal research. Annual Review of Applied Linguistics, 37, 1-15. PDF

Thomas, W. P., & Collier, V. P. (2011). Drs. Thomas and Collier share the educational implications of their research on dual language programs. ESL Globe, 8(1), 1-2. North Carolina State University. PDF

Collier, V. P., & Thomas, W. P. (2010, March 17). Helping your English learners in spite of No Child Left Behind. Teachers College Record. ID#15937. PDF

Collier, V. P., Thomas, W. P., & Tinajero, J. V. (2006). From remediation to enrichment: Transforming Texas schools through dual language education. TABE Journal, 9(1), 23-34. PDF

Collier, V. P., & Thomas, W. P. (2005). The beauty of dual language education. TABE Journal, 8(1), 1-6. PDF

Collier, V. P., & Thomas, W. P. (2004). The astounding effectiveness of dual language education for all. NABE Journal of Research and Practice, 2(1), 1-20. PDF

Thomas, W. P., & Collier, V. P. (2003). The multiple benefits of dual language. Educational Leadership, 61(2), 61-64. PDF

Thomas, W. P., & Collier, V. P. (2003). Reforming education policies for English learners: Research evidence from U.S. schools. The Multilingual Educator, 4(1), 16-19. California Association for Bilingual Education. PDF

Collier, V. P., & Thomas, W. P. (2002). Reforming education policies for English learners means better schools for all. The State Education Standard, 3(1), 30-36. National Association of State Boards of Education. PDF

Collier, V. P., & Thomas, W. P. (2001). Educating linguistically and culturally diverse students in correctional settings. The Journal of Correctional Education, 52(2), 68-73. ERIC Document #EJ627570 PDF

Thomas, W. P., & Collier, V. P. (1999). Accelerated schooling for English language learners. Educational Leadership, 56(7), 46-49. PDF

Collier, V. P., & Thomas, W. P. (1999). Making U.S. schools effective for English language learners, Parts 1-3. TESOL Matters, 9(4, 5, 6), 1-6. PDF

Thomas, W.P., & Collier, V.P. (1997). Two languages are better than one. Educational Leadership, 55(4), 23-26. PDF

Collier, V. P. (1995). Acquiring a second language for school. Directions in Language and Education, 1(4). National Clearinghouse for English Language Acquisition. PDF

Thomas, W. P., Collier, V. P., & Abbott, M. (1993). Academic achievement through Japanese, Spanish, or French: The first two years of partial immersion. Modern Language Journal, 77, 170-179. PDF

Collier, V.P. (1992). A synthesis of studies examining long-term language minority student data on academic achievement. Bilingual Research Journal, 16(1-2), 187-212. PDF

Thomas, W. P. (1992). An analysis of the research methodology of the Ramirez study. Bilingual Research Journal, 16(1-2), 213-245. PDF

Collier, V. P. (1992). The Canadian bilingual immersion debate: A synthesis of research findings. Studies in Second Language Acquisition, 14(1), 87-97. PDF

Collier, V. P. (1989). How long? A synthesis of research on academic achievement in second language. TESOL Quarterly, 23, 509-531. PDF

Collier, V. P., & Thomas, W. P. (1989). How quickly can immigrants become proficient in school English? Journal of Educational Issues of Language Minority Students, 5, 26-38. PDF

Collier, V. P. (1988). The effect of age on acquisition of a second language for school. National Clearinghouse for Bilingual Education. PDF

Collier, V. P. (1987). Age and rate of acquisition of second language for academic purposes. TESOL Quarterly, 21, 617-641. PDF

"This Handbook is the current version.
As we obtain feedback and updates, it will be updated accordingly."

# Dual Language Steps Toolkit for Teachers
# Updates for 2022

*In these updated pages for the DLSteps Toolkit, we have added:*

**Guiding Principles for Dual Language Education for Leaders.**
 These research-based principles of leadership are based on the seven strands inspired by the *Guiding Principles for Dual Language Education* by Howard, Sugarman, Christian, Lindholm-Leary, & Rogers (2007). The 7 strands are:

- •Program Design
- •Curriculum Design
- •Instructional Design
- •Evaluation and Assessment
- •Professional Learning
- •Family and Community Engagement
- •Resources for Success

**WIDA Standards in Spanish and English by grade level.**
 To help teachers to infuse the WIDA standards efficiently and purposefully into their lessons, we have culled the WIDA standards by language and grade level into a quick reference guide. While the Spanish-language standards are not currently available in the same table format as the English, we have included the Spanish language standards in language by grade clusters (K-5, 6-8, and 9-12) and the English by K,1, 2-3, 4-5, 6-8, 9-12). We start with a **Teaching Checklist** to guide your plan.

**Bilingual Village Handbook.**
 Our Bilingual Village project is expanding throughout Florida. We have included a handbook, that includes video presentations, of a step-by-step process to develop this Village in your own school and community. The handbook contains the history of the program, the process for how to develop it, and loads of sample graphical material to support your own program.

 We hope you find these new materials a great addition to the toolkit.