

TITLE:	Boston Public Schools English Learner Program Models Preliminary Proposal for Dual Language Programming Expansion
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INTRODUCTION:	<p>The Boston Public Schools Office of English Learners is pleased to submit this preliminary proposal to DESE for new English Language (EL) programs in Boston to increase our offerings of bilingual programming for our English Learners in light of the new LOOK Act. In addition to our current offerings of Sheltered English Immersion (SEI), Dual Language (DL) two-way immersion, High Intensity Literacy Training (HILT) for Students with Limited or Interrupted Formal Education (SLIFE), English as Second language (ESL), and ESL embedded in English Language Arts (ELA), we propose expansion of dual language program offerings. The current dual language programs offered in Boston are all two-way immersion housed at the following schools:</p> <ul style="list-style-type: none"> ● Hernandez School: Spanish / grades K1-8 ● Hurley School: Spanish / grades K1-8 ● Sarah Greenwood: Spanish / grades K1-6 ● Mario Umana Academy: Spanish / grades K1-4 ● Margarita Muniz Academy: Spanish / grades 9-12 ● Mattahunt Early Elementary School: Haitian Creole / grades K1-K2 <p>We are submitting preliminary proposal to add the following programs or expansions for the 2019-2020 school year (except where otherwise noted):</p> <p><i>Two Way Immersion Programs:</i></p> <p>Spanish:</p> <ul style="list-style-type: none"> ● Mario Umana Academy (expand / add Grade 5) ● Sarah Greenwood (expand / add Grade 7) <p>Haitian Creole</p> <ul style="list-style-type: none"> ● Mattahunt (expand / add Grade 1) <p>Mandarin</p> <ul style="list-style-type: none"> ● add a program starting at K1 level in the 2020-2021 school year <p><i>Heritage Programs:</i></p> <p>Mandarin and Spanish at the secondary level:</p> <ul style="list-style-type: none"> ● Quincy Upper (Grade 6) <ul style="list-style-type: none"> ○ course in language for heritage immersion

Portuguese for Cape Verdean students at the secondary level

- start in grade 6 with one course in language

All English Learner programs in the Boston Public Schools must meet Castañeda's Three Pronged Test¹ in that they are:

- 1) based on a sound educational theory or on research;
- 2) implemented with adequate and appropriate resources, and;
- 3) result in demonstrable academic outcomes for English Learners

The Massachusetts Department of Elementary and Secondary Education (DESE) considers Dual Language Two-Way Immersion Programs as meeting these requirements. Accordingly, and in light of the state's recent definition and guidance² to school districts for providing instruction to students in dual language two-way immersion classrooms, the Office of English Language Learners is pleased to inform that we have designed this comprehensive document to support in making appropriate programmatic decisions for our students.

This document contains guidelines and procedures for creating and managing a Dual Language Two-Way Immersion Program. Please review the entire document with your ILT, dual language teachers, guidance counselors, service providers, and other stakeholders from your school community, to not only comply with DESE requirements, but more importantly, to ensure that all students in Dual Language Two-Way Immersion Programs are able to attain bilingualism and biliteracy while mastering grade-level academic standards.

Per DESE Guidance (July 2016), a Two-Way Immersion (TWI) program³ is one among several dual language education models designed to promote bilingualism and biliteracy, cross-cultural competency and high levels of academic achievement for both native English speakers and English Learners (ELs). In other words, the various forms of dual language education differ in terms of their student populations but are the same with regard to their core characteristics and goals.⁴ (See Appendix A)

Accordingly, all programs that fall under the dual language umbrella share a number of important characteristics to meet the program's goals:

¹ "When determining whether a school district's ELE program complies with federal and state laws and regulations, the Department will apply the three-prong test established by the United States Court of Appeals for the Fifth Circuit in *Castañeda v. Pickard*, which the U.S. Department of Justice and the U.S. Department of Education's Office for Civil Rights also use to determine ELE program compliance under the federal EEOA and Title VI laws respectively" -<http://www.doe.mass.edu/ell/guidance/Guidance.pdf>

² <http://www.doe.mass.edu/ell/guidance/TWI-TBE-Guidance.pdf>

³ Also referred to widely in the field as two-way bilingual.

⁴ Howard, E., Olague, N. & Rogers, D. 2002. *The Dual Language Program Planner: A Guide for Designing and Implementing Dual Language Programs*. Center for Research on Education, Diversity & Excellence, University of California Santa Cruz. Retrieved from https://www.researchgate.net/publication/234646756_The_Dual_Language_Program_Planner_A_Guide_for_Designing_and_Implementing_Dual_Language_Programs.

	<ol style="list-style-type: none"> 1. All dual language programs provide the same grade-level academic content and standards as any other educational program. 2. All programs use two languages for literacy and content instruction for all students, both English and a partner language (e.g., Spanish, Haitian Creole, etc.). 3. Instruction in the two languages must take place for an extended period of time, from kindergarten through at least fifth grade, and preferably extending into the secondary level as well. 4. The percentage of instruction in the partner language should be <i>at least 50%</i> of time at any given grade level.⁵ 5. Each dual language classroom should include students from both English and partner language backgrounds and with no less than 33% of either language group. <p>Consistent with nationwide trends, BPS students arrive at our schools from diverse cultural and linguistic backgrounds. In order to meet the needs of student’s potential, BPS strives to facilitate authentic culturally and linguistically relevant learning environments and opportunities for our students to thrive. Dual language Two-Way immersion programs have been supported by a large body of research to be able to foster high level of academic success for all students. BPS is committed to implementing high quality two-way immersion programs for all students.</p>
<p>BACKGROUND:</p>	<p>In addition to providing students an opportunity to become bilingual, biliterate and attain cross-cultural competencies, all of which are important 21st century skills, large-scale, national research studies have found that dual language two-way immersion programs to be the most effective at closing the achievement gap for English Learners.⁶ Indeed, a 2011 study of Boston Public Schools English Learners found that BPS English Learner students enrolled in these programs had some of the strongest MCAS outcomes.⁷ Out of this study, Boston Public Schools then commissioned a report on guiding principles and best practices for dual language two-way immersion programs in Boston Public Schools, released in 2013, and referenced throughout this guidance document.⁸</p> <p>Subsequently, in SY15-16, the Office of English Learners leveraged its resources to create for the first time a Director of Dual Language Programs position dedicated to growing and strengthening dual language education within the Boston Public Schools.</p>

⁵ This may be implemented differently at the secondary level.

⁶ **CITATION**

⁷ Uriarte, M., Karp, F., et al. 2011. Improving Educational Outcomes of English Language Learners in Schools and Programs in Boston Public Schools. Gastón Institute/UMass Boston and Center for Collaborative Education: Boston, MA. Retrieved from http://scholarworks.umb.edu/gaston_pubs/154/.

⁸ Diez, V. & Karp, F. 2013. *Two-Way Bilingual Education in Boston Public Schools: Required Features, Guidelines and Recommendations*. Gastón Institute/UMass Boston and Center for Collaborative Education: Boston, MA. Retrieved from http://scholarworks.umb.edu/gaston_pubs/180.

Lastly, in July 2016, the Massachusetts Department of Elementary and Secondary Education (DESE) released its first guidance document for Two-Way Immersion (TWI) programs.⁹ It defines the dual language two-way immersion model as a designated program model to promote bilingualism and biliteracy, cross-cultural competency, and high levels of academic achievement for both native English or other language speakers and English Learners. Students in TWI programs receive the same core curriculum as all students in the district and instruction is scaffolded in two languages throughout the program.

PROGRAM OVERVIEW:

Elementary K2- 5: Under the Two-Way Immersion guidelines, a minimum of 50% of daily instruction is taught in the partner language in the elementary grades. BPS dual language elementary programs operate on either a 90/10, 80/20, or 70/30 instructional model in K0-1st, and 50/50 instructional model from 2nd grade upward. The percentage of instruction in the partner language, beginning at the pre-kindergarten level, is taught either 90%, 80%, or 70% of the day. Language of instruction changes in 2nd grade when instruction is facilitated equally in both the partner language and English. Attaining bilingualism and biliteracy takes time, therefore, the recommended length of learning in a dual language programs begins from kindergarten and extend for at least five to seven years.

Grade	90/10 Model	50/50 Model
K1	90/10	50/50
K2	80/20	50/50
Grade 1	70/30	50/50
Grade 2	60/40	50/50
Grade 3	50/50	50/50
Grade 4	50/50	50/50
Grade 5	50/50	50/50

DEFINITION OF TERMS USED WITH DUAL LANGUAGE PROGRAMS:

Please refer to the definitions below that are used in the context of dual language two-way bilingual education:

- **50/50 language model:** An immersion program model in which English and the partner language are each used for 50% of instruction at all grade levels.
- **90/10 language model:** An immersion program model in which students are instructed 90% of the time in the partner language and 10% in English in the

⁹ Massachusetts Department of Elementary and Secondary Education. (July 2016). *Guidance for Defining and Implementing Two-Way Immersion and Transitional Bilingual Education Programs*. Malden, MA

first year or two, with the amount of English instruction gradually increasing each year until English and the partner language are each used for 50% of instruction (generally by third grade).

- **Articulated Language Program:** A sequence of courses, aligned to proficiency goals, which ensure continuity, frequency, and appropriate intensity over an extended period of time and transition from one level or grade to the next.
- **Authentic Resources:** Materials and resources that have been created for and by native speakers of the language and that have been derived by the target culture; items not created or edited expressly for language learners. Sometimes referred to as realia.
- **Balanced Literacy:** Considered a best model to teaching literacy in a dual language classroom, Balanced Literacy is a framework designed to help all students learn to read and write effectively in a student-centered classroom. Components of Balanced Literacy include shared writing, interactive writing, guided writing, writing conferences, independent writing, sharing/reflections, word study.
- **Bilingual Education:** Bilingual education refers to academic content instruction in both English and the ELLs' primary language, which aims to establish an academic foundation in both languages. Transitional programs aim to teach ELLs enough language skills to be placed in mainstream courses as soon as possible, while long-term programs aim to develop full bilingualism and biliteracy. Two-way dual-language immersion programs refer to mixed classrooms of fairly equal numbers of native speakers of two languages, in which all students are expected to learn both languages. One-way dual language immersion programs support one language group, such as students whose primary language is Spanish, to become bilingual and biliterate.
- **Content-based Instruction or Program:** Language programs that combine teaching content from a curriculum area with explicit teaching of the target language; a program based on teaching the regular school curriculum in the target language rather than teaching the language only as a separate subject.
- **Culturally and linguistically relevant learning materials:** When available, students are given texts, videos, software applications, tests, and other instructional resources that are produced in their primary language, which may also include content and references that reflect the students' specific cultural background.
- **Developmental bilingual:** A dual language program in which students are primarily native speakers of the partner language.
- **Dual-language evaluation:** When possible or required, students entering dual-language programs will be tested in English and their primary language to determine their proficiency levels in English and their first language. Careful attention is given to their knowledge of both conversational language (the language used in social interactions) and academic language (the language used in educational settings).
- **Dual language:** A program in which the language goals are full bilingualism and biliteracy in English and a partner language, students study language arts and other academic content (math, science, social studies, arts) in both languages over the course of the program, the partner language is used for at least 50% of instruction at all grades, and the program lasts at least 5 years

	<p>(preferably K-12). Center for Applied Linguistics uses this term as an umbrella term that includes two-way immersion, foreign language immersion, heritage language immersion, and developmental bilingual programs. Throughout the U.S., it is frequently used synonymously with two-way immersion.</p> <ul style="list-style-type: none"> ● English Learner (EL): An English Learner is “a child who does not speak English or whose native language is not English, and who is not currently able to perform ordinary classroom work in English.” G.L. c. 71A. The term English Learner (EL) has been adopted under the federal Every Student Succeeds Act (ESSA) whereas the term English Language Learner (ELL) had been previously used in BPS and Massachusetts. ● Immersion (referring to a program type): A program in which at least 50% of instruction is in the partner language and, in both English and the partner language, the focus of instruction is on both language and subject content. ● L1: The student’s first language. ● L2: The student’s second language. ● Language Immersion (referring to a technique or a method): A method in which teachers speak in the partner language exclusively during instructional time. May be used in immersion programs or in traditional foreign language classes at any grade level. ● Language Policy: A written document that outlines the language allocation model (e.g., 90/10, 50/50), program staffing model, model for allocating the language of instruction (e.g., by week, course subject), and in BPS, how ESL is effectively provided to English Learners. ● Partner language: Term for the language other than English that is used for instruction in programs in the United States. Preferred term in dual language, in which both English and the foreign language are “targets” for developing proficiency. See also target language. ● Partner language assessment: A collection of data and information on student progress toward language learning outcomes. An evaluation given periodically to determine what students know and can do at a particular point in time. ● Simultaneous Literacy Instruction is formal literacy instruction in two languages beginning in Kindergarten <i>without</i> translation. Simultaneous Literacy Instruction utilizes the Balanced Literacy Model. ● Student composition in a two-way immersion classroom: each two-way immersion classroom should have no less than one third of students in either language group. ● Target language: The language other than English that is used for instruction. See also partner language. ● Two-way immersion (TWI): A dual language program in which both native English speakers and native speakers of the partner language are enrolled, with neither group making up more than two-thirds of the student population.
<p>PROGRAM ELIGIBILITY:</p>	<p>Per DESE Guidance, dual language programs enroll a variety of students who represent the following categories:</p> <ol style="list-style-type: none"> 1. Students who speak the partner language at home as their primary language; 2. Students who speak the partner language but also speak English proficiently;

3. Students who speak English as their primary language but are exposed to a heritage language through their families or communities;
4. Monolingual English speakers;
5. Students who speak a language other than the partner language.

Currently, there are four options for entering a dual language program in BPS, corresponding to different grade spans:

1. Grades K0-K1

- a. Any parent/guardian is welcome to rank a dual language program that is within their current Home-Based Choice List, at a Welcome Center. Each dual language K0 or K1 classroom has capacity for up to 25 students.
- b. Students are then assigned in accordance to how they rank the school, as long as there is current enrollment capacity.

2. Grades K2-2

- a. For students who are referred to the Newcomers Assessment and Counseling Center (NACC) for language testing (i.e., any student whose Home Language Survey indicates anything other than English is spoken in the home or by the student):
 - i. If the student is identified as an English Learner (ELD1-3) in the partner language of the Dual Language program, they will be eligible to rank the partner language strand at the various eligible schools.
 - ii. If the student is identified as either an ELD 4 or 5, or as English Proficient, they will be eligible to rank the English strand at the various eligible schools.

For students who do *not* require language testing at Newcomers Assessment and Counseling Center¹⁰, the parent/guardian is welcome to rank a dual language program that is within the student’s Home-Based Choice List, at a Welcome Center.

The exception to this is the Rafael Hernandez K-8 School which is the only district-wide dual language K-8 school and may accept students from all assignment zones. Open seats for each dual language elementary school will vary for grades K2-2 for new student assignments. Second grade is the last grade where students may be assigned by NACC, Welcome Centers or Enrollment to a Dual Language program.

3. Grades 3-8 : Students who desire to be assigned or transferred into a dual language school may rank the school in their choice list at NACC and/or Welcome Centers as a school of interest. Students are then invited for an assessment by the school(s) of choice to ensure that the student will be able to succeed academically in the dual language setting in which half of the instruction is conducted in English and half in the partner language.

¹⁰ When student’s Home Language Survey indicates *only* English as responses.

4. Grades 9-12 (Note: The Margarita Muñiz Academy is currently the district's only dual language program high school)

- c. **Current BPS students:** All BPS students entering high schools are welcome to choose the Margarita Muñiz Academy (MMA) through the district's assignment process. Admissions priority is given to students who graduate from BPS dual language middle schools including the Joseph Hurley K-8, Sarah Greenwood K-8, Rafael Hernández K-8 and the Mario Umana Academy K-8 Schools. Students transferring from BPS dual language program schools are exempt from screening and consultation in the first year of enrollment for Muñiz Academy.
- d. **Incoming BPS students:** Incoming students rank their high school choices at the Welcome Centers during the registration period. Students are assigned through the lottery and capacity. For Spanish speaking English Learners who are ELD 1-3, students may be assigned upon completion of their English language proficiency assessment at the Newcomers Assessment and Counseling Center if the family has ranked the school in their choice list and there are open seats at the program.

DUAL LANGUAGE PROGRAM CODES:

BPS uses the following program codes to designate students in dual language two-way immersion programs:

Grade Levels	Program Code
K0-K2	TEE: Two-Way Immersion Extended Day Kindergarten Program (L1-English)
K0-K2	TEH: Two-Way Immersion Extended Day Kindergarten Program (L1- Haitian Creole)
K0-K2	TES: Two-Way Immersion Extended Day Kindergarten Kindergarten Program (L1-Spanish)
Gr.1-Gr.12	TLE: Two-Way Immersion Program for Grades 1-12 (L1-English)
Gr.1-Gr.12	TLH: Two-Way Immersion Program for Grades 1-12 (L1-Haitian Creole)
Gr.1-Gr,12	TLS: Two-Way Immersion Program for Grades 1-12 (L1-Spanish)

Note: new program codes may be created as the Boston Public Schools opens programs in additional partner languages.

STAFFING:

For Dual Language Two-Way Immersion programs that operate as a two classroom strand per grade or as whole school model, a key decision to be made is the instructional expectation for teachers.

1. **“one-teacher” model:** a single teacher in each classroom is capable of providing instruction in both English and the partner language.
2. **“two-teacher model”:** for a given grade level, one teacher provides instruction in English and another teacher provides instruction in the partner language. This model does *not* mean that there are two teachers per classroom. Rather, both teachers collaborate to rotate instruction for a total of two classrooms per grade. For instance, students are taught by their English and Spanish (or other partner language) teachers on rotating days or weeks. Implementation of this teacher model requires both the English and partner language teacher to work in close collaboration with each other in order to teach the same curriculum sequentially to both classrooms of students.

To address the above needs, BPS dual language teacher hiring requirements include: 1) content area license; 2) ESL license; and 3) academic proficiency in the partner language.

OELL has provided the following brief checklist to be used during the annual Budget Collaborative/Probable Organization process to ensure that schools budget appropriately the instructional staff for their dual language program.

- Are dual language staff accounted for within each language strand and grade of the program?
 - All positions should be funded from General Funds
 - All positions should be 1.0 FTE
 - Are the positions coded appropriately for each strand:
 - Language Specific Dual Language Teacher, contingent upon the model
 - English Specific Dual Language Teacher, contingent upon the model
 - Are the teachers bilingual and biliterate in the partner language as required for the language program model?
- Is there a funded ESL position(s) to ensure that all projected ELD 1-5 students in those grades are adequately serviced in accordance to the appropriate instructional model?

In addition to state mandated qualifications for teachers at the grade and content level in which they are teaching, Dual Language Two-Way Immersion teachers must be able to provide reading and writing instruction using an integrated and

	<p>thematically-based approach to students in target language. That is, teachers of Dual Language Programs must be able to :</p> <ol style="list-style-type: none"> 1. Align content standards vertically and horizontally, 2. Cluster their objectives to bring their students to the level needed to function in both languages and meet BPS and DESE’s expectations, which are the same for all students regardless of their literacy or language proficiency level. 3. Partake in professional developments focusing on the unique features of the district’s Dual Language program to maximize the instructional benefits that students receive from the program. OELL will provide professional development for Dual Language teachers that are deemed appropriate to students’ language, literacy, academic development, social-emotional needs, and schooling experience.
ELD FOLDERS	<p>All English Learners students in a Dual Language program must be monitored in accordance with Federal and state expectations for English Learners. In this regard, all ELs must have an English Language Development (ELD) folder maintained at their respective schools, in accordance with the MA Department of Elementary and Secondary Education’s (DESE) Coordinated Program Review (CPR) for English Learner Education. All monitoring documents must be kept within the ELD folders as required for any student who is an English Learner.</p>
INSTRUCTIONAL PROGRAM	<p>As stated above, the cornerstone of a dual language two-way immersion program is that at least half of the instructional day is taught in the school’s partner language. The school’s written language policy should serve as the foundation for instructional and programmatic decisions for the dual language two-way immersion program and should document the following:</p> <ol style="list-style-type: none"> 1. language allocation model (90/10, 50/50) 2. program staffing model 3. the manner in which the language allocation model is implemented (e.g., by week, by course, etc.) 4. benchmarks for English Language Development and Spanish Language Development 5. how ESL will be provided to all English Learners 6. how students’ progress in meeting these benchmarks will be assessed <p>All key stakeholders in the school community should participate in the creation and regular review of the language policy. In this way, the language policy functions as a tool to cement stakeholder buy-in for the mission and vision of the program as well as as a tool to be used to monitor the effectiveness of the program and its responsiveness to its students’ language and content learning needs. In particular, in terms of monitoring, the language policy will be collected and reviewed by the Office of English Language Learners for the tri-annual Paragraph 54 reporting (October, December, March) to the U.S. Department of Justice and Office for Civil Rights.</p>
OTHER PROGRAM	<p>ESL in Dual language: English Learners in Two-Way Immersion programs will receive English Language Developmental support from ESL certified teachers based</p>

COMPONENTS:

on the language policy. In the early elementary grades, when the primary language of instruction is 90% to 70% in the target language, students are not expected to develop English proficiency at the same rate as those in SEI and monolingual classrooms. However, intentionally designed ELD lessons should be incorporated into English instructional time and close monitoring should be facilitated with learners' literacy development in target language and content development across subjects. The school's language policy should explicitly address how ESL is effectively provided to English Learners in the program.

Opening of a Dual Language Program: When a school is considering the opening of a new Dual Language program or strand in their building, it requires at least 1-year's worth of planning to ensure that the the following items are taken into consideration. Please refer to the Related Actions section of this memo for a comprehensive Dual Language Planning Template.

1. **Language population/geography:** What is the partner language that is being considered? Is there current demand or students of that partner language within the current community to be able to establish a viable strand or program?
2. **Impact analysis on other EL programs:** Are there other language programs in that area that would create a constraint to effectively opening the program?
3. **Parent/ community interest:** Has the parent community been educated and engaged about this potential program shift? Are they lending support for this to occur? Depending of the grade-span (6-12), have students been engaged in dialogue about the addition of this new opportunity?
4. **School leader and staff buy-in:** Has the school community been educated about the requirements to launch and grow the program? Are they in support or not?
5. **Language capacity of staff:** Does the current staff have the required language skills to implement the program or will this require capacity building or additional recruitment of staff?
6. **Model of program:** Has the school studied the various model options (whole-school vs program strand) and reviewed long-term logistical impacts (Potential for K-12 pathway in BPS, budget)

Growing a Dual Language Strand or Program: Once a school has embarked on the implementation of a Dual language program or strand, annual considerations need to be taken into account:

1. Budget for conversion or addition of next year's classroom
2. Staff hiring and professional development to implement next year's grade curriculum and assessments
3. Purchasing of additional materials in partner language
4. Community outreach and student recruitment
5. Enrollment and assignment of students to program
6. Assessment of program implementation , identifying areas in need of growth and improvement.

SEAL OF BILITERACY

The Seal of Biliteracy recognizes graduates for proficiency in English and at least one other foreign language with a seal on their high school diploma. Currently, 26 states and the District of Columbia have already adopted or are in the process of adopting a state Seal of Biliteracy. Several states have made language learning a centerpiece of their educational policy. Massachusetts is working toward Seal of Biliteracy. So far 8 districts and 60 schools have adopted the Seal of Biliteracy in Massachusetts. In School Year 2015-16, 45 BPS high school students graduated with a Seal of Biliteracy from the Margarita Muniz Academy because of their proficiency in English and Spanish. Muniz students will be eligible for the seal again for School Year 2016-17. In School Year 2017-18, the seal will be expanded to include two additional high schools, Excel High and Brighton High. We are offering all high schools to offer the new State Seal of Biliteracy in 2018-2019 school year.

Exhibit 2.1. Overview of the Key Attributes of Dual Language Education Programs, by Program Type

	Two-Way Dual Language Programs	One-Way Dual Language Programs		
	Two-Way Immersion/ Dual Language Immersion	World Language Immersion Programs	Developmental Bilingual Education Programs	Heritage Language Immersion Programs
Student Population Served	ELs and non-ELs (ideally 50 percent in each group, or a minimum of 33 percent)	Primarily English speakers; can include ELs and heritage speakers	ELs and former ELs only	Students whose families' heritage language is/was the partner language
Languages	English and the ELs' home (partner) language	English and a partner language	English and the ELs' home (partner) language	English and the heritage (partner) language
Staffing	One bilingual teacher, who teaches in both languages, or one teacher per language	One bilingual teacher who teaches in both languages, or one teacher per language	One bilingual teacher who teaches in both languages, or one teacher per language	One bilingual teacher who teaches in both languages (prevalent model)
Time Allocation per Language	Primarily 50:50, or a combination that starts with more of the partner language (90:10, 80:20, and so on)			
Language of Academic Subjects	Varies by program			
Language Allocation	Language of instruction allocated by time, content area, or teacher			
Duration of Program	Throughout elementary school, with some programs continuing at the secondary level			
Size of Program	Strand or whole school			

Exhibit Reads: Two-way dual language programs, also known as two-way immersion or dual language immersion programs, serve a student population consisting of both ELs and non-ELs (ideally, 50 percent in each group, or a minimum of 33 percent).

APPENDIX B:

Guiding Principles for Dual Language Education
Elizabeth R. Howard, Julie Sugarman, Donna Christian, Kathryn Lindholm Leary, & David Rogers
 2007, Second Edition
 Supported by the National Clearinghouse for English Language Acquisition at The George Washington University

The *Guiding Principles for Dual Language Education* is a tool to help dual language programs (two-way immersion, heritage language, foreign language immersion, or developmental bilingual programs) with planning and ongoing implementation. Based on the New Mexico *Dual Language Program Standards* and grounded in research on effective schools, the publication was developed by the Center for Applied Linguistics in 2005 with an expert panel of

researchers and practitioners from across the United States, and revised in 2007.

Strand 1	<i>Assessment and Accountability</i>
Principle 1	The program creates and maintains an infrastructure that supports an accountability process
Principle 2	Student assessment is aligned with state content and language standards, as well as with program goals, and is used for evaluation of the program and instruction.
Principle 3	The program collects a variety of data, using multiple measures, that are used for program accountability and evaluation.
Principle 4	Data are analyzed and interpreted in methodologically appropriate ways for program accountability and improvement.
Principle 5	Student progress toward program toward program goals and NCLB achievement objectives is systematically measured and reported.
Principle 6	The program communicates with appropriate stakeholders about program outcomes.

Strand 2	<i>Curriculum</i>
Principle 1	The curriculum is standard-based and promotes the development of bilingual, biliterate, and multicultural competencies for all students.
Principle 2	The program has a process has a process for developing and revising a high quality curriculum.
Principle 3	The curriculum is fully articulated for all students.

Strand 3	<i>Instruction</i>
Principle 1	Instruction methods are derived from research-based principles of dual language education and from research on the development of bilingualism and biliteracy in children.
Principle 2	Instructional strategies enhance the development of bilingualism, biliteracy, and academic achievement.
Principle 3	Instruction is student-centered.
Principle 4	Teachers create a multilingual learning environment

Strand 4	<i>Staff Quality and Professional Development</i>
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Principle 1	The program recruits and retains high quality dual language staff.
Principle 2	The program has quality professional development plan.
Principle 3	The program provides adequate resources for professional development.
Principle 4	The program collaborates with other groups and institutions to insure staff quality.

Strand 5	<i>Program Structure</i>
Principle 1	All aspects of the program work together to achieve the goals of additive bilingualism, bi-literacy and cross-cultural competence while meeting grade-level academic expectations.
Principle 2	The program ensures equity for all groups.
Principle 3	The program has strong, effective, and knowledgeable leadership.
Principle 4	The program has used well-defined, inclusive, and defensible process to select and refine a model design.
Principle 5	An effective process exists for continual program planning, implementation, and evaluation.

Stand 6	<i>Family and Community</i>
Principle 1	The program has a responsive infrastructure for positive, active, and ongoing relations with students' families and the community.
Principle 2	The program has parent education and support services that are reflective of the bilingual and multicultural goals of the program.
Principle 3	The program views and involves parents and community members as strategic partners.

Strand 7	<i>Program Structure</i>
Principle 1	The program is supported by all program and school staff
Principle 2	The program is supported by families and the community.
Principle 3	The program is adequately funded.
Principle 4	The program advocates for support.
Principle 5	Resources are distributed equitably within the program, school, and district.

APPENDIX C:	In order to embed coherence into the process of opening new EL classrooms, a New EL Classroom Opening Checklist has been generated to ensure that all responsible staff from various departments are provided with clearly delineated roles to successfully open classrooms after the start of the school year.
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Identification of School

Department(s) Accountable	Staff Responsible	Task	Completed
Planning and Analysis, OELL,		Identify Need	<input type="checkbox"/>
Enrollment and OELL		Identify School that has programming aligned to the new classroom	<input type="checkbox"/>
Operational Superintendents		Identify schools with available classroom space	<input type="checkbox"/>
Enrollment/OELL/Operational Superintendent		Determine school with best capacity to serve new classroom students	<input type="checkbox"/>
Operational Superintendent		Visit School to research potential classroom areas	<input type="checkbox"/>
Operational Superintendent		Inform School Principal or Headmaster that a new classroom will be opened	<input type="checkbox"/>
New Classroom Preparation			
Enrollment		Add program capacity for new classroom and establish the assignable limit for the school	<input type="checkbox"/>
Enrollment		Assigns students to the school's accept list	<input type="checkbox"/>
Budget		Create Position Control Numbers for teacher and/or paraprofessional positions from New Classroom Reserve Fund	<input type="checkbox"/>
OHC		Post job descriptions) for teachers and/or paraprofessionals	<input type="checkbox"/>

OHC		Provides list of available teachers or resumes of potential candidates to school	<input type="checkbox"/>
OHC		Provides list of available substitutes or resumes of potential candidates to school	<input type="checkbox"/>
OHC		Provide list of available paraprofessionals or resumes of potential candidates to school	
School Leader		Interviews for new classroom teacher and/or paraprofessional	<input type="checkbox"/>
Facilities		Prepare room for classroom	<input type="checkbox"/>
Facilities		Order furniture from New Classroom Reserve Fund	<input type="checkbox"/>
OELL		Provide list of materials and quotes to Academics for materials	<input type="checkbox"/>
Academics		Order materials from New Classroom Reserve Fund	<input type="checkbox"/>
Operational Superintendent		Provide transportation with a list of possible students to be assigned	<input type="checkbox"/>
Enrollment		Submit list of students assigned to new classroom to OELL and School	<input type="checkbox"/>
OELL		Call families to inform of school assignment	<input type="checkbox"/>
First Day of School			
School		Confirms with Enrollment the list of students that registered	<input type="checkbox"/>
School		Submit the list of students to Transportation that require transportation	<input type="checkbox"/>
Transportation		Assign bus route/provide MBTA passes	
OELL		Provides instructional support for the first week of classroom opening	<input type="checkbox"/>
OELL		Call Families of students that did not register/show up at school	<input type="checkbox"/>

OELL		Provide assistance for parent outreach and engagement.	<input type="checkbox"/>

[U.S. Department of Education, Office of English Language Acquisition, Dual Language Education Programs: Current State Policies and Practices, Washington, D.C., 2015.](#)