DUAL LANGUAGE IMMERSION EDUCATION

Supporting K-12 Implementation in Virginia

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FOREWORD

Virginia P. Collier and Wayne P. Thomas

As emeritus professors of George Mason University, we are thrilled to read this comprehensive document providing assistance for Dual Language Immersion programs for the Commonwealth of Virginia, produced by the Virginia Department of Education. After 35 years of our conducting longitudinal research in many school systems throughout the United States, we have concluded that dual language schooling is the most effective and cutting-edge school innovation of the 21st century, benefiting all students, including English learners and native English speakers of all ethnic and social class backgrounds.

Dual language schooling is rapidly spreading throughout the U.S. As the internet connects everyone globally, native-English-speaking families view this school innovation as a means of their children becoming deeply proficient in both English and a partner language, beginning at an early age and continuing through the secondary years. Their children can also connect cross-culturally to peers who speak the partner language through dual language classes. English learners who enroll in the dual language program benefit enormously as well, as they close the full achievement gap in English at no cost to their heritage language and graduate as proficient bilinguals, ready for the workplace of the 21st century. The stimulating dual language curriculum produces students who become creative problem-solvers. Our research and other researchers' studies demonstrate that dual language students score significantly higher on achievement tests in both languages, are more engaged with classroom instruction, have stronger self-esteem, are happier with school, achieve higher high school graduation rates, and become successful bilingual professionals as adults.

Dual Language Immersion Education: Supporting K-12 Implementation in Virginia has been thoughtfully written by experienced Virginia dual language immersion educators. We encourage all Virginia school divisions to consider the potential and possibilities for implementing this powerful enrichment model of schooling. The research support for dual language immersion education is very strong, and this program is worthy of adoption by all Virginia educators.

> Students from different ethnic, social class, and language backgrounds, and with varying academic strengths and needs, have all benefited from Dual Language/Immersion education. There is no particular type of student that fails to flourish in dual language programs.
>
> (Howard, Sugarman, and Christian, 2003)

SECTION 1:

WHAT IS DUAL LANGUAGE/IMMERSION EDUCATION?

Introduction

Dual Language/Immersion (DL/I) education is academic programming that delivers curricular content in two languages—English and a second, partner language. The purpose of DL/I education is to strengthen the educational experience of native English speaking students by teaching them another language, while also providing educational equity to English learners (ELs) by developing their primary language skills to support their English language development.

This implementation guide compiles research on DL/I education that highlights the benefits and importance of learning another language from an early age and across all demographics; compares the varying DL/I models; and provides unified guidelines for schools interested in implementing a DL/I program.

History

The United States has a rich tradition of DL/I education, dating back to the early 19th century. Periods of isolationism and nationalism have detracted from the popularity of DL/I education, notably between the first and second world wars, when world language instruction was virtually eliminated from U.S. public schools. The beginning of the Cold War in 1947 served to revitalize interest in world language study by highlighting its importance for national security and economic prosperity (Lessow-Hurley, 2009).

Over the last several decades, DL/I programs have regained popularity, both as a language program option for ELs and as an opportunity for early world language learning. Federal legislation and Supreme Court decisions have supported the rights of EL students to receive equal educational opportunities via instruction in their native language. In the Lau v. Nichols decision (1974), the Supreme Court ruled in favor of EL students, stating that English-only classrooms denied ELS equal educational opportunity (Lessow-Hurley, 2009).

After the passage of the No Child Left Behind Act (NCLB) in 2001, education policy at the national level, as well as at the state level, has vacillated between support for bilingual education and an emphasis on English development.

> LAU V. NICHOLS
>
> In 1974, the Supreme Court ruled in favor of language minority students, stating that English-only classrooms denied equal educational opportunity to English learners
> (Lessow-Hurley, 2009)

DL/I Education in the United States

The Every Student Succeeds Act (ESSA), signed into law in December 2015 and fully enacted in the 2017-2018 school year, reauthorized the Elementary and Secondary Education Act (ESEA) of 1965 and replaced NCLB. It shifted control of educational policy from the federal government back to the states. Under ESSA, state and local agencies are accountable for identifying ELs, providing them with instructional services, and documenting their progress toward English proficiency on an annual basis.

In the context of DL/I education, the United States Department of Education Office of English Language Acquisition released a report in 2015 entitled Dual Language Education Programs: Current State Policies and Practices. This report stated that 39 states and the District of Columbia implemented at least one DL/I program during the 2012-2013 school year. The most common partner language was Spanish, followed by Chinese, Native American languages, and French. There are 2,229 registered dual language schools and immersion programs across the nation (Duallanguageschools.org, 2020).

When examining DL/I education in the United States, it is challenging to make an accurate comparison among programs. Since individual DL/I programs rely on state and local policies to operate, there is wide variation in program models, expectations, enrollment policies, terminology, and requirements.

Virginia House Bill 1156

Based on the increased interest in DL/I programs, House Bill (HB) 1156 was passed during the 2018 legislative session in the Commonwealth of Virginia. HB 1156 amended the Code of Virginia with the addition of an endorsement in dual language instruction from pre-kindergarten through grade six (Lis.virginia.gov, 2018). Further details on Virginia licensure can be found at:

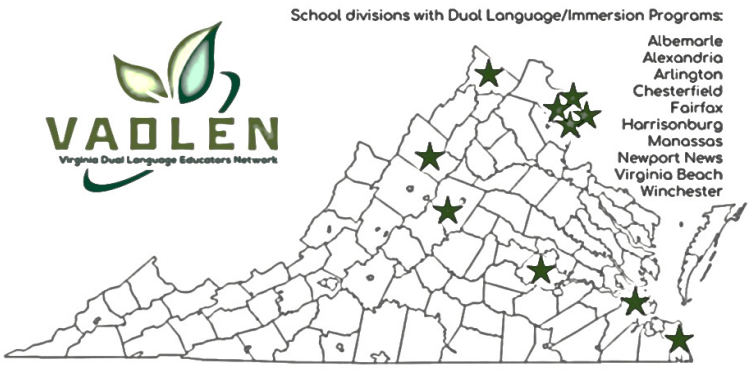
https://law.lis.virginia.gov/admincode/title8/agency20/chapter23/

DL/I Education in Virginia

Research indicates that instruction in a child's native language is paramount to fulfillment of academic potential (Collier and Thomas, 2012, 2017; Genesee et al., 2005; Thomas and Collier, 2003). In Virginia, given that ELs comprise over 12 percent of the student population (National Center for Education Statistics, 2018), educational programs that address an EL's native language help provide equitable opportunities through intentional language and literacy development in two languages simultaneously.

DL/I is one of five approved Language Instruction Educational Program (LIEP) models in Virginia. DL/I programs in Virginia are developed and operate at the school or division level and include elementary, middle, and high school programs. Program models consist of one-way, two-way, and partial immersion, as well as middle school transition programs. Partner languages are Spanish (most common), French, German, Japanese, and Korean (Figure 1 and Appendix A).

Since 2011, forty states and the District of Columbia have approved the Seal of Biliteracy, including Virginia in 2015 (Seal of Biliteracy, 2020). The Seal of Biliteracy recognizes students who have demonstrated proficiency in two or more languages by high school graduation. Students in a DL/I program are well-positioned to be on track to receive the Seal of Biliteracy, as well as the Virginia Advanced Studies Diploma, which requires three courses of one world language or two courses each of two world languages.



VIRGINIA HB 1156

1. The Code of Virginia is amended by adding a section numbered 22.1-298.5 as follows:

§ 22.1-298.5. Regulations governing licensure; endorsement in dual language instruction pre-kindergarten through grade six.

A. As used in this section, "dual language instruction" means instruction that is delivered in English and in a second language.

B. In its regulations governing licensure established pursuant to § 22.1-298.1, the Board shall provide for licensure of teachers with an endorsement in dual language instruction pre-kindergarten through grade six. In establishing the requirements for such endorsement, the Board shall require, at minimum, coursework in dual language education; bilingual literacy development; methods of second language acquisition; theories of second language acquisition; instructional strategies for classroom management for the elementary classroom; and content-based curriculum, instruction, and assessment.

C. Each teacher with an endorsement in dual language instruction pre-kindergarten through grade six is exempt from the Virginia Communication and Literacy Assessment requirement but is subject to the subject matter-specific professional teacher's assessment requirements.

D. No teacher with an endorsement in dual language instruction pre-kindergarten through grade six is required to obtain an additional endorsement in early/primary education pre-kindergarten through grade three or elementary education pre-kindergarten through grade six in order to teach in pre-kindergarten through grade six.

AS A LIEP* IN VIRGINIA, WHAT ARE THE COMPONENTS OF A DL/I PROGRAM?

LEARNER GOALS
Biliteracy, bilingualism, intercultural competency, and academic proficiency in both English and the partner language.

STUDENTS
Native English speakers and English learners with the same primary language as the partner language of the program.

CONTENT DELIVERY
Two teachers (one for each language) or one teacher for both languages.

LANGUAGE RATIO
Local decision for ratio of instruction in English and the partner language.

PROGRAM LENGTH
K-5 with possible continuation into middle and high school.

**The Transitional Bilingual model is considered an LIEP in Virginia but does not have the same goals as DL/I education and will not be included here as a program model.*

Research on DL/I Education

Notable research studies have examined the impact of DL/I education on student achievement and provide evidence of the benefits for students across all demographics (Figure 2).

Bilingual students are less likely to drop out of high school, more likely to go to college, have fewer behavior problems at school, and obtain higher paying jobs than their peers who were not in a DL/I program (Gándara and Escamilla, 2017).

Students in DL/I programs outperform their monolingual peers in reading, writing, math, and science (Alanís and Rodríguez, 2008; Cobb et al., 2006; Marian et al., 2013; Umansky and Reardon, 2014).

Students who remain in elementary K-5 DL/I programs outperform students in conventional programs, both in English Language Arts and in general English proficiency (Umansky and Reardon, 2014).

Students perform as well as or better than their monolingual peers on other academic content assessments (Collier and Thomas, 2012).

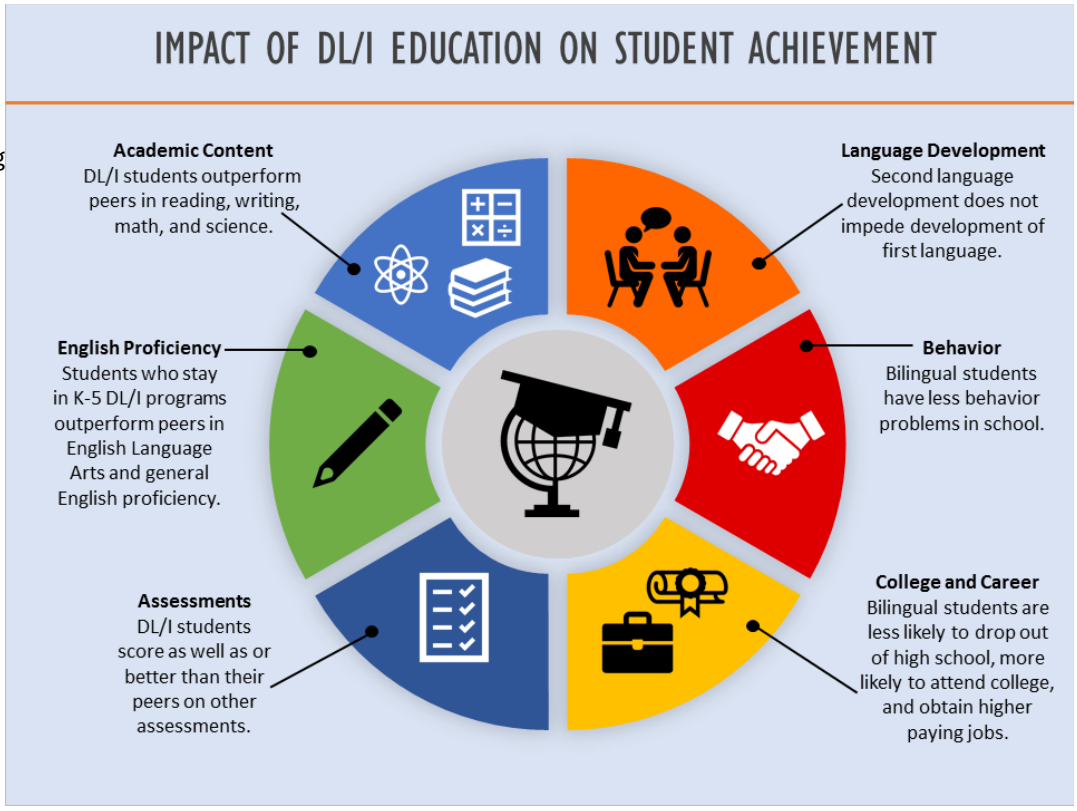


Figure 2. Impact of DL/I education on student achievement. See above for references.

Students' development of a second language does not impede first language development (Alanís and Rodríguez, 2008).

Benefits Of DL/I Education

Prominent benefits evidenced from research studies of students in DL/I programs include:

- increased executive functioning and cognitive control;
- higher learner engagement;
- closing of achievement gaps;
- proficiency in more than one language;
- intercultural competence;
- personal, social, and civic benefits; and
- economic benefits for both learners and community through stronger competitiveness within the job market and a return on the investment in DL/I programs.

Moreover, even if the partner language is not the ELs' native language, the students will still benefit from the additional, explicit focus on aspects of academic language development and are able to make multiple linguistic connections to English and to their native language.

The following sections examine in more detail the benefits of DL/I education.

Cognition and Behavior

Students engaged in DL/I education benefit from a variety of increased cognitive abilities, which yield corresponding gains in linguistic ability and complexity and vice versa. It is critical to continue the development of students' native language to the "cognitive threshold" of young adults, generally considered to be around age 11-12. At this point, higher order cognition and literacy skills begin to transfer from the native language to the second language. Individuals who are biliterate and bilingual switch between two different language systems, thus increasing demands on the cognitive system and engaging brain regions not typically used for language processing.

Based on research studies from Alladi, et al., 2013; American Council on the Teaching of Foreign Languages (ACTFL); Center for Advanced Research on Language Acquisition (CARLA); Cummins, 2000; Fortune, 2012; Garcia and Náñez, 2011; Thomas and Collier, 2002, 2007, 2012, 2017).

The following positive correlations between bilingualism and student cognition and behavior as compared to monolinguals, regardless of age, are evidenced:

- Empathy and sensitivity toward others.
- Cognitive development, selective attention, and memory skills.
- Executive function, intelligence, and IQ.
- Verbal, non-verbal and spatial abilities.
- Pattern recognition, problem solving and mental flexibility.
- Delay in onset of age-related cognitive loss or dementia.
- Metalinguistic and transferable skills between current languages.
- Ability to learn additional languages more easily.

Language Proficiency

Biliteracy goes beyond acquisition of two separate languages. It refers to the ability to use the knowledge of one language to support the other language, also known as bidirectional transfer, i.e., "the application of the features of one language to another" (Escamilla et al., 2014, p. 181). DL/I education allows students to attain much higher levels of proficiency in the second language than traditional language classes, which typically focus on social or cultural settings. In contrast, DL/I classes use the new language through content areas, in an acquisition process that parallels first language development at both the conversational and the academic levels. Global research continues to find that the most powerful predictor of EL achievement in their second language is the degree of development of their first language through school curriculum (Baker, 2011; Bialystok, 2001; Christian and Genesee, 2001; Collier and Thomas, 2012; Cummins, 2000; García et al., 2006; Tabors, 1997).

For fluent native English speakers, beginning second language instruction at an early age facilitates native-like pronunciation, something rarely achieved in world language classes taught at the secondary level (Collier and Thomas, 2012). Currently, a majority of college graduates with a major in a given world language may attain Advanced Low proficiency. In Utah, which has a well-articulated DL/I progression, high school students are often able to attain Advanced-Mid proficiency upon graduation. Utah DL/I graduates are positioned to pursue post-secondary professional degrees in both languages, as well as study, intern, and work in more than one language and culture. Graduating from a DL/I program may aid in acceptance into preferred colleges and universities and access to scholarships and grants. The academic strength of a DL/I diploma can open doors domestically as well as internationally.

It is important to note that DL/I programs do not interrupt the first language development of native English speakers. Rather, native English speakers in DL/I programs attain additive bilingualism, adding second language skills to their primary language abilities. Even in 90:10 models, in which kindergarteners spend 90 percent of instructional time in the partner language, native English speakers will continue to develop their first language skills due to English exposure in all aspects of life outside of the classroom.

DL/I students receive English language arts instruction and continued English language input via resource classes and other academic course offerings. Students also gain instruction in the partner language as it advances in complexity; by the end of the program, English-speaking DL/I students consistently develop native-like levels of listening and reading comprehension in their partner language. They also display fluency and confidence while using the partner language (Fortune, 2012).

Student Engagement

Researchers and educators note the enthusiasm of students in DL/I programs, while students report high levels of satisfaction and display a high level of engagement in classroom activities. Instructors report that native English speakers in DL/I classes often perceive the program as an unusual gifted curriculum. This perceived prestige motivates students to attend and excel in school. Studies also show improved student attendance and fewer behavioral referrals in DL/I programs than in mainstream, English-focused classes. These positive outcomes create higher quality instructional time, forming a positive feedback loop of higher student achievement (Chestnut and Dimitrieska, 2018; Collier and Thomas, 2012, 2017; Watzinger-Tharp et al., 2018).

Achievement Gap Closure

Research provides evidence that as students' English language proficiency develops in DL/I programs, they are more likely to perform at high levels, and in many cases, above grade-level on state standardized assessments. "By implementing one-way or two-way dual language programs, schools can expect one-fifth to one-sixth of the achievement gap for English learners to close each year" (Collier and Thomas, 2004). The data from ELs in DL/I settings show higher grade point averages and increased post-secondary education enrollment compared to their peers participating in other types of English as a Second Language (ESL) programs (Fortune, 2012).

A successful DL/I experience in the elementary school years may be the fastest way to grade-level achievement for ELs, as this is when the achievement gap is easiest to close. Longitudinal studies report increasingly positive outcomes after the initial three to five years of program participation. Gap closure is more challenging in middle and high school because the curriculum and tests become more complex and difficult with each successive grade level (Collier and Thomas, 2012; Umansky and Reardon, 2014).

ELs in DL/I programs outperform those in all other ESL models, as summarized in the Figure 3 graph. The data are based on over 6 million student test scores and nearly 30 years of research, depicting the pattern of EL academic performance in language assistance programs offered to them.

Families and community members may have heard that EL students should be immersed in English to acquire the language as quickly as possible. However, studies have shown that providing instruction in a child's native language enhances acquisition of the second language. Specifically, quantitative analyses demonstrate that ELs who participate in DL/I programs are able to exit support services earlier than their peers in transitional bilingual programs that are subtractive in nature, since the latter strive to build English proficiency without support for maintaining the first or home language of the student.

DL/I education is important in that it avoids subtractive bilingualism that may potentially inhibit cognitive development. Furthermore, English-only instruction in mainstream classes, which many researchers term "submersion", leads over time to the lowest academic performance of ELs, the lowest student achievement rate in school and the highest student drop-out rate (Collier and Thomas, 2012; Fortune, 2012; Lessow-Hurley, 2009; Lindholm-Leary, 2001). Research has also proven that well-implemented DL/I programs promote educational success and help in closing the achievement gap for *all* learners. Studies have consistently demonstrated that all students in DL/I programs have higher academic achievement as measured through statewide examinations and perform better than their peers who are not in DL/I programs.

This closing of the achievement gap includes historically underachieving subpopulations such as students with diverse learning needs or socioeconomically disadvantaged students. Evaluations conducted at the end of elementary, middle, and high school showed that academic outcomes of bilingually educated students were comparable to, and more often higher than, their monolingual peers, especially in late-exit and two-way DL/I programs. These results are consistent across reading or mathematics achievement, GPA, attendance, high school completion, or attitudes toward school and self (Cazabon et al., 1998; Collier and Thomas, 2012; Curiel et al., 1986; Lambert and Cazabon, 1994; Lindholm-Leary, 2001; Lindholm-Leary and Borsato, 2006; Thomas and Collier, 2002).

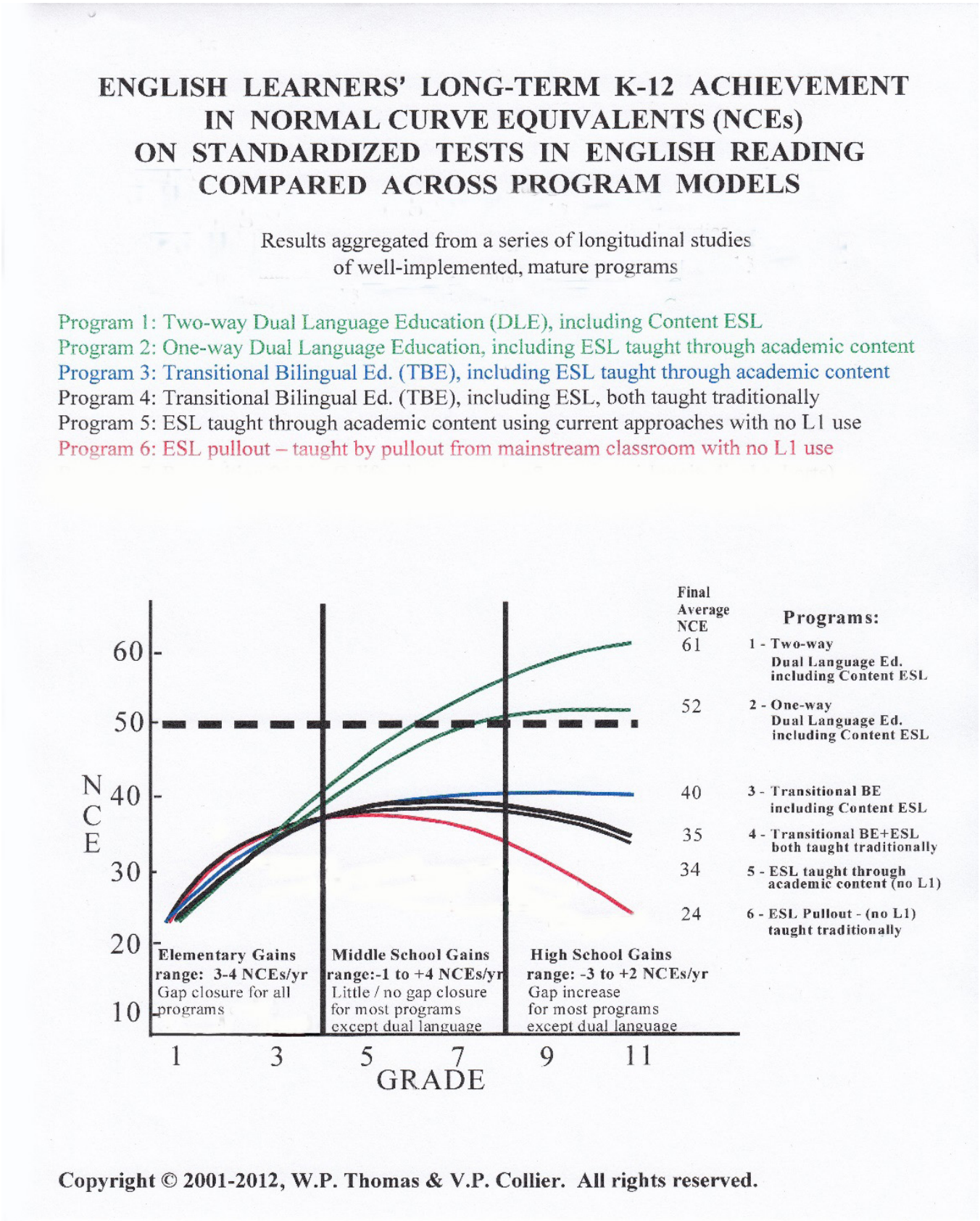


Figure 3. Comparison of English learners' long-term K-12 reading achievement across program models. Copyright 2001-2012, W.P. Thomas and V.P. Collier. All rights reserved.

Intercultural Competence

Intercultural competence is a crucial skill set in today's diverse educational settings, where students are more likely to interact with others from different cultures and countries, and are expected to work productively with people who have been shaped by different values, beliefs and experiences (Collier and Thomas, 2017). Language learning, both primary and additional languages, helps to develop intercultural competence by building one's own cultural identity while opening one's eyes to the identity of others. "Maintaining a student's native language is vital to their self-esteem, family heritage, and identity," says See Pha Vang, a teacher with the St. Paul Public Schools Office of Teaching and Learning. "German, French, Spanish … all native languages are critical to who we are as individuals" (Rosales, 2018). DL/I programs create a learning environment for all students in an atmosphere of inclusiveness, where students experience two worlds and easily move between languages. This dual lens strengthens their sociocultural sensitivity, meets the cultural needs of students from diverse backgrounds, and provides opportunities for them to experience the world through various perspectives. Studies show that students in DL/I classrooms have more favorable attitudes toward those who are different from themselves than students in mainstream English classrooms. DL/I instruction provides students with an enriched educational experience and equips them with important 21st century sociocultural skills (Thomas and Collier, 2002).

> *"Intercultural competence develops as the result of a process of intentional goal-setting and self-reflection around language and culture and involves attitudinal changes toward one's own and other cultures"*
>
> *-(ACTFL, 2017).*

Societal and Civic Benefits

Multilingualism and intercultural competence are essential to civil society today, given that approximately 62 million people, or more than one in five U.S. residents, speaks a language other than English at home. Furthermore, over 25 million U.S. residents, or 9 percent of the U.S. population, report that they speak English "less than very well" (Lead with Languages, 2015). When language barriers are minimized, entire communities become better integrated and more productive. Within the increasing number of communities that speak languages other than English, community security and trust continues to be enhanced by increased numbers of police officers, social workers, and other agents who can communicate in their languages. Such agents are better able to recognize cultural differences that may be misinterpreted by those who know only their personal language and customs. At the interpersonal and social level, the inclusive thinking, acting, and collaboration that arises from bilingualism and biliteracy promotes tolerance to difference, intercultural understanding, and enhanced intercultural experiences.

- Nine of Ten U.S. employers rely on employees with language skills other than English.
- 56 percent say their foreign language demand will increase in the next 5 years.
- 47 percent state a need for language skills exclusively for the domestic market.
- One in four lost business due to a lack of language skills.
- 1/3 of language-dependent U.S. employers report a language skills gap.

Figure 4. Employer demands for language skills other than English. "Making languages our business: Addressing foreign language demand among US employers" (ACTFL 2019).

Economic Benefits

Research shows that DL/I graduates have higher school retention and lower unemployment rates than their fellow graduates who are not in DL/I programs. Moreover, with the increasing need for employees who speak multiple languages, DL/I graduates tend to earn higher wages than their monolingual peers. A unique way to understand the economic impact on learners, especially heritage language learners, is to consider the life-long economic penalty for *not* maintaining their home language. Studies have found that children of immigrants who had lost their primary language skills suffered an "earnings penalty" of between $2,000 and $5,000 per year, totaling almost $250,000 in potential earnings lost over a lifetime.

The economic benefits to students, their families, and the community are significant (Gandára and Acevedo, 2016; Goldenberg and Wagner, 2015). ACTFL reports that solid language programs attract employers and new residents to local communities in their 2019 report, "Making languages our business: Addressing foreign language demand among US employers" (Figure 4). Virginia, especially, is impacted economically by language-related factors. Given that the Commonwealth surrounds the seat of the U.S. Government in Washington, DC, it provides much of the workforce for administrative, diplomatic, military, and intelligence services.

These positions are significantly dependent on language-proficient employees. From 2012 to 2017, close to 15 percent of all the jobs created within the Department of State were "language-designated positions" to help build and maintain "an effective civilian workforce that can fulfill its role in strengthening the security and prosperity of our Nation" (American Academy of Arts and Sciences, 2017). The chart in Figure 5 shows that there is a specific need for bilingual skills in Virginia's job market.

Likewise, the Department of Defense has specifically requested local and state education agencies to train more language speakers at an earlier age in order to fill the 30,000+ jobs that require proficiency in English and another language. In response to the September 11, 2001 attacks, the Federal Bureau of Investigation increased the number of language experts on staff by 85 percent. The underlying message is clear: our national security and public safety depend upon effective communication in English and other languages. A community with bi- and multilingual skills opens up business and labor opportunities for all its members. At the societal level, bilingualism confers economic and political benefits by means of facilitating global business opportunities and supporting national defense and diplomacy (Lessow-Hurley, 2009).

Return on Investment

A study examining DL/I programs in Portland, Oregon, shows that they are cost-effective and result in positive academic gains for students (Colón, 2018). In Utah, where the average cost of EL programs is over $650 per student, state supervisor Karl Bowman wrote, "The cost for DL/I is an additional average cost of $100.00 per student to run the Utah DLI Model" (personal email, 8/22/2019). In an extensive review of data on the cost of DL/I programs, including a meticulous research study and statistical analysis of costs, Steele et al. (2018) noted that "an additional US $100 of per-pupil spending on immersion was associated with additional 8 percent of an SD of ELA achievement, on average across grades."

Additionally, students who have successfully completed the DL/I program and have continued their studies in the partner language at the post-secondary level, have the opportunity to return to the K-12 programs as DL/I educators. They will bring a unique understanding of programs, while mitigating the DL/I staffing shortage.

Bilingual Job Postings in Virginia (2017)

State	Number of Bilingual Postings	Total Number of Job Postings Per State	Share of All Job Postings for State	Share of All Bilingual Job Postings	Location Quotient	Concentration
Virginia	13,722	803,272	1.7%	2.3%	0.9	Average

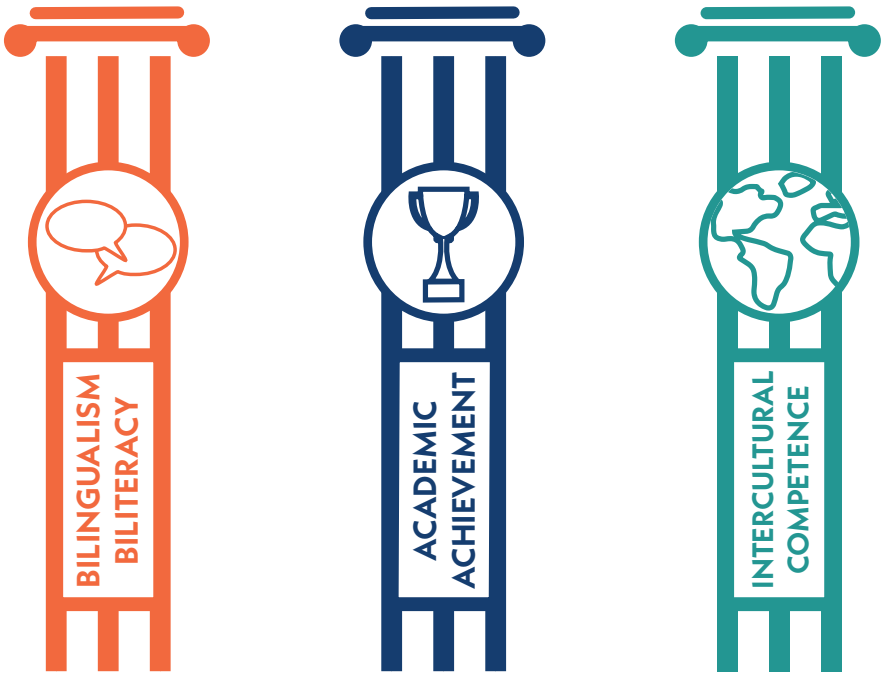
Figure 5. "Not lost in translation: The growing importance of foreign language skills in the U.S. job market." New American Economy, 2017. p. 28. URL: http://research.newamericaneconomy.org/wp-content/uploads/2017/03/NAE_Bilingual_V9.pdf

SECTION 2:

MODELS OF DUAL LANGUAGE IMMERSION PROGRAMS

Introduction

"DL/I education embodies three pillars, or goals for student learning and development. These pillars focus on language and literacy, academic content, and intercultural competence. It requires a clear commitment from all stakeholders to support the program vision and shared goals. Therefore, divisions should carefully consider the research and information on the individual DL/I program types and implementation factors when investigating and selecting the model that best meets the needs and resources within the school division, and community.



Pillars of DL/I Education

The Guiding Principles for Dual Language Education pose three pillars of learning goals: bilingualism and biliteracy (language), grade-level academic achievement (content), and intercultural competence for all students (culture) (Chestnut and Dimitrieska, 2018; Howard et al., 2018). These three pillars represent the goals and core components of DL/I education. To uphold, grow, and sustain student success, the three pillars must receive balanced, schoolwide understanding and commitment, headed by solid administrative support. DL/I is a program delivery model whose goal is high academic achievement in two languages and the development of global competencies for *all* students.

Pillar 1: Bilingualism and Biliteracy

As noted in Section 1, biliteracy goes beyond the acquisition of two separate languages. It refers to the ability to use the knowledge of one language to support the other language. In a DL/I program, students are learning content through two languages; they must develop listening, reading, writing, and speaking skills in both their primary and partner language. The language skills DL/I students acquire go beyond what a student might achieve in a traditional world language classroom. Students attain both conversational and academic skills in the partnerlanguage, native-like pronunciation, and an awareness of culture-specific nonverbal cues.

Pillar 2: Academic Achievement

DL/I programs are committed to ensuring high academic achievement for all students, in both their native language and the partner language. Teachers and administrators must set high expectations for student success and nurture growth with high quality instruction. DL/I instruction should not focus on only the main content areas; special classes such as art and music can be language-rich and promote higher-order thinking and collaboration skills as well.

Pillar 3: Intercultural Competence

Intercultural competence is foundational to student success in DL/I education and should be an integral focus of program implementation. The intercultural pillar of a DL/I program affirms and values student identity and inclusiveness and equips students with the self-confidence needed for ongoing academic success. Emphasizing intercultural instructional content in DL/I programs provides the opportunity for teachers and administrators to engage and connect with families to enhance that instructional component/pillar (Henderson and Mapp, 2002; Howard et al., 2018; Lindholm-Leary, 2015).

Models of DL/I Education

DL/I programs serve two primary populations: native speakers of English acquiring a partner language and speakers of the partner language acquiring English. This feature distinguishes DL/I programs from transitional bilingual programs, whose main purpose is for speakers of another language to gain sufficient proficiency in English to exit from the program into the regular course of study. DL/I programs may be implemented schoolwide or as a strand within the school. Given student demographics and the logistical challenges of program implementation, most schools will use the strand model with one or two DL/I classes per grade. Regardless of the implementation structure within the grade levels, the broader school population must support the goals and mission of the DL/I program. *Figure 6* shows an overview of possible program models.

	One-Way	Two-Way
90:10	• One language group in the classroom. • **Kindergarten:** 90 percent of instruction is in partner language, 10 percent of instruction is in English. • Amount of English is gradually increased each year until 50/50 ratio by upper elementary grades.	• Two language groups in the classroom. • **Kindergarten:** 90 percent of instruction is in partner language, 10 percent of instruction is in English. • Amount of English is gradually increased each year until 50/50 ratio by upper elementary grades.
50:50	• One language group in the classroom. • Ratio of instruction in partner language and English is equal throughout the length of the program.	• Two language groups in the classroom. • Ratio of instruction in partner language and English is equal throughout the length of the program.

Figure 6. Overview of DL/I program models.

One-Way or Two-Way Models

One-way and two-way program models refer to the number of language groups in the classroom. Both models have proven highly successful for student achievement and second language acquisition (Collier and Thomas, 2012).

DL/I programs can be implemented via the one-way model, in which one language group receives content instruction in two languages. For example, native English speakers learn content in English and in French. This model is beneficial when proficient speakers of one language group number below 33 percent.

DL/I programs can be implemented via the two-way model, in which two language groups learn material through two languages in an integrated classroom. For example, native English speakers and native Spanish speakers learn content in Spanish and in English. Researchers describe the ideal two-way context as a 50:50 ratio of English speakers with speakers of the partner language. However, as student demographics may limit the goal ratio,

the percentage of proficient speakers of one language group should be at least 33 percent to ensure a sufficient representation of each language.

Two-way programs confer the added benefit of interactive dialogue between native-speaking peers of both languages of study, providing opportunities for students to hear native pronunciation and fluidity with more frequency and variety. In this dual context, students gain conversational language abilities in the partner language and serve as peer language models for one another.

90:10 or 50:50 Models

90:10 and 50:50 models refer to the time spent in the partner language and in English.

In **90:10 models**, 90 percent of instructional time is spent in the partner language in preschool and kindergarten for all students and 10 percent of instructional time is spent in English. The proportion of instruction in English is then gradually increased each year, until the languages are used for an equal share of instructional time in upper elementary school. A minimum of 50 percent partner language instruction is necessary to promote high levels of partner language proficiency among native English speaking students and to promote academic achievement among ELs who speak the partner language at home. Studies have not specifically addressed the proportion of English instruction needed to promote English language development for ELs, although a minimum of 10 percent initial English instruction can be considered necessary (Howard et al., 2018).

In **50:50 models**, the use of the partner language and the use of English for instruction is equally divided throughout the entire DL/I program length. Students spend 50 percent of the time learning literacy skills and content in English and the other 50 percent in the partner language. Subjects taught in the partner language may vary from year to year.

There are a variety of ways to balance the instructional time for each language. In a half-day model, the morning may be allotted to the partner language and the afternoon to English. If the half-day plan is chosen, it is important to switch which language is taught in the morning after the first semester, since students learn most efficiently in the morning (Collier and Thomas, 2012). *Figure 8* shows an example of the half-day model.

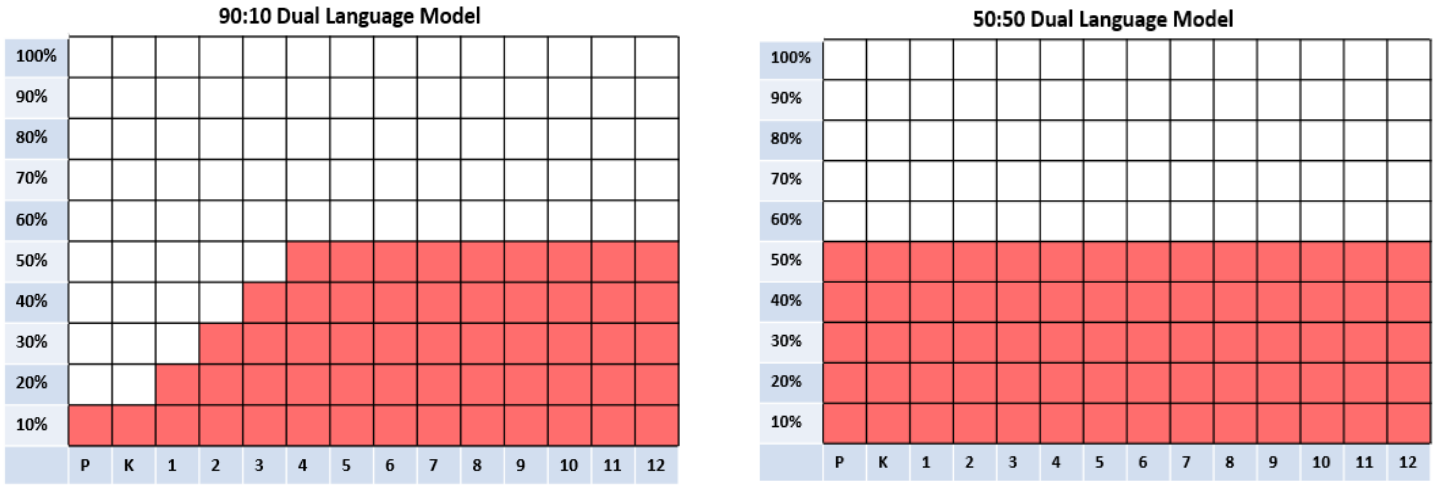


Figure 7. Dual Language Models - Language Distribution for Instruction (Thomas and Collier, 2012)

KEY: White = Percentage of Instructional Time in Partner Language. Red = Percentage of Instructional Time in English.

For both models, the percentage of instruction in each language is the same for all students participating in the program.
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Team teachers have addressed 50:50 language distribution in other ways. For example, some teachers successfully use a "roller coaster" schedule where they switch homeroom classes on an A/B schedule or weekly. Employing organizational strategies to simplify the pattern, such as color coding each class for teachers and their students, can help students adapt quickly to this structure. It is important to note that separation by day is not an effective model for long-term language acquisition. Content knowledge and skills build on each other, thus daily language practice is needed in both languages for optimal benefit.

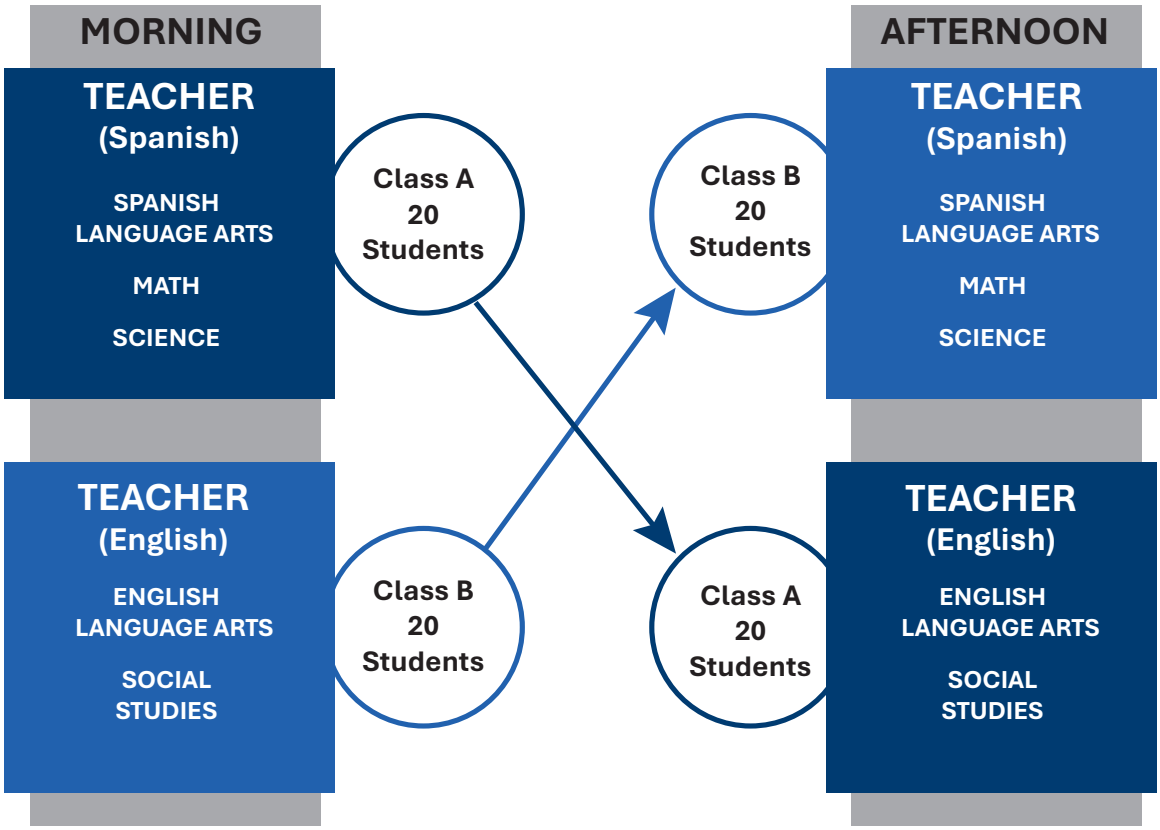


Figure 8. In this 50:50 half day model, the school offers at least two DL/I classes at each grade level. One class begins the school day learning in English with one teacher as the other class begins the day learning in the partner language with the other teacher. At the midpoint of the day, students switch classrooms and teachers, and continue learning in the other language.

Literacy and Language Proficiency

There exist two methods of initial literacy instruction in DL/I programs—sequential or simultaneous. In sequential literacy programs, i.e., the 90:10 model, reading is taught exclusively in the partner language for one to two years, at which point reading in English is then introduced. In simultaneous programs, i.e., the 50:50 model, reading is taught in both languages concurrently.

A sizeable body of research focused on native speakers of the community's primary language – in this case, English – shows that teaching literacy through the partner language does not harm the language development of native English speakers, since society provides a great deal of access to academic English outside of school. By third or fourth grade, native English speakers in 90:10 DL/I programs typically score at least as high as native English speakers from monolingual classrooms on standardized tests of reading achievement. This research holds true for students of all socioeconomic levels (Barnett et al., 2007; Howard et al., 2018). DL/I teachers using the 90:10 model state that they do not need to re-teach literacy skills when reading in English is introduced, although there are language-specific conventions that may need to be taught explicitly (Collier and Thomas, 2012).

Studies also show that, in one-way DL/I programs, both ELs and native English-speaking students benefit from initial immersion in the partner language; comparative studies conclude that students demonstrate higher levels of partner language proficiency when they participate in programs with higher input of the partner language. Many schools that begin DL/I programs as a 50:50 model choose to shift to a 90:10 model after several years, due to teacher concerns that both language groups need deeper academic proficiency in the partner language to do the challenging work of upper level grades (Christian and Genesee, 2001; Collier and Thomas, 2012; Howard et al., 2018; Lindholm-Leary, 2001)

Research on the relative effectiveness of each model for academic success is ongoing, although both models work well in the long-term. The primary difference between the two models is the level of language proficiency students achieve in the partner language (Collier and Thomas, 2012; Lindholm-Leary, 2001). In deciding which model to implement, administrators' main concerns are often students' and parents' comfort levels, teachers' confidence that the program will work well for their students, and ensuring bilingual teachers serve as many students as possible.

Approaches

A major goal of DL/I education within the bilingualism and biliteracy pillar is full proficiency in both the partner language and English. Given that students have greater access to English both inside and outside of school, it is crucial that at least half of instructional time occur in the partner language. In order to meet the major goals of DL/I education, schools may use different structures and approaches, such as number of teachers, ratio of instructional time, and language separation.

Instructional Setting and Roles of the Teacher(s)

In a mainstream or regular classroom, students are taught content in both the partner language and English by one bilingual teacher. While logistically it may be easier to administer some aspects of the DL/I program with two teachers, it is possible for one teacher to implement a DL/I program with fidelity.

A team-teaching model utilizes English-speaking teachers who ideally are trained in ESL development, along with teachers of the partner language. This may be the most appropriate approach for language separation, although the team-teaching strategy may vary from grade to grade. The teacher in each classroom can surround students with linguistic and cultural realia and experiences relevant to the language being used. This method clearly defines the separation between the two languages and allows the bilingual teachers, who may be hard to find, to serve twice as many students as a single teacher with one classroom.

Ratio of Instructional Time

The master schedule should promote linguistic equity between English and the partner language. When trying to establish a 50:50 instructional divide, it is important to account for each minute of instructional time in core content areas, specials, labs, special education classes, field trips, assemblies, and other learning occurrences. If possible, specials such as art or music should be available in both languages. Researchers emphasize that natural language acquisition is occurring at all times (Collier and Thomas, 2012), therefore, each moment in school is valuable and total school time should be carefully considered to ensure an appropriate balance between the two languages.

Language Separation by Subject

Before beginning the DL/I program, it is important to determine which subjects will be taught in English and which subjects will be taught in the partner language at each grade level. Explicit language arts instruction must be provided in both English and the partner language, although language instruction may take place in the context of other content areas. Schools will also need to plan which content is taught in which language from year to year, so that students may acquire the academic vocabulary needed in each subject area. The availability of materials and curriculum in the partner language may play a part in making these decisions.

Preparing for Success

The long-term success of the DL/I program depends on strong leadership and commitment to the long-term continuation of the program. An effective and visionary leader who can develop a high degree of faculty cohesion and community support is essential to the sustainability of the program.

Leadership

Effective leadership is paramount to the success of DL/I education. The program leader sets the school's tone toward bilingual education; promotes a school-wide vision; oversees planning, development, implementation and evaluation of the model at the school site; and serves as the spokesperson for the program to local school administration, the Board of Education, families, and the community. The DL/I leader must advocate for the program in specific ways, such as acquiring the necessary instructional materials, guaranteeing equitable distribution of resources, and explaining the necessity of viewing assessment scores and program results from a long-term perspective.

The DL/I program leader must also plan community engagement, provide a point of contact for families, and maintain program integrity via observation and reflection. In addition, an effective leader oversees training and collaboration among the entire staff, while finding professional learning that edifies the goals and strategies of the program.

It can be beneficial if the DL/I leader is bilingual in English and the partner language, or one of the partner languages if there is more than one DL/I program. The program leader may be the principal or assistant principal, a DL/I coach, or a team of DL/I educators. Each leadership type offers unique benefits to a DL/I program.

DL/I Leadership

- A principal or assistant principal is uniquely positioned to provide DL/I teachers much needed flexibility in planning time and curriculum development and to recruit teachers with appropriate competencies.
- A school or division DL/I coach ensures a seamless educational experience for students through coordinating curricular instruction and program articulation both vertically and horizontally.
- A leadership team, rather than a single individual, offers higher stability and sustainability for the program. In addition, a leadership team of experienced DL/I teachers can provide important direction and training for newly arrived DL/I teachers.

Commitment to Continuation

A strong commitment to long-term program continuation is vital. Initial program effects may be small and individual student results may be insignificant within a given academic year, but there is generally an increase in the significance of results over time (Collier and Thomas, 2017).

Typically, schools begin DL/I programs in kindergarten and add an additional DL/I classroom each successive year. Schools should be prepared to recruit and hire qualified DL/I teachers as the program grows and supply teachers with appropriate partner language materials. As the program matures each year, schools may be able to develop, purchase, and collect high quality materials, strengthening the existing program through continuation. Schools should make sustainability plans, even if current funding is temporary.

Additionally, a program's ongoing commitment to DL/I education should be demonstrated by a clear K-12 pathway for students, and oriented toward future incentives such as the Seal of Biliteracy, which honors a unique skill set that is attractive to future employers and college admissions officers.

An effective and visionary leader who can develop a high degree of faculty cohesion and community support is essential to the sustainability of the DL/I program.

SECTION 3:

IMPLEMENTING A DUAL LANGUAGE IMMERSION PROGRAM

Introduction

Effective DL/I programs are additive and systematically build both English and the partner language throughout the grade levels. When choosing the appropriate DL/I program type, it is important to implement a program that can be sustained within the school community and the division. There are many important factors to consider during this process. The following overview provides an outline of the components involved in selecting and implementing an effective DL/I program. After the overview, an extension provides additional information and resources for each component in the overview, including Implementation Checklists to follow when designing and sustaining a DL/I program.

INITIAL ANALYSIS

1. **Leadership:** Who will form the leadership team, oversee initial program implementation, and provide ongoing support in areas such as curriculum and instruction, teacher and staff support, stakeholder engagement, accountability, and budgeting?

2. **Community Support:** Is there a community need or interest in implementing and sustaining a DL/I program? Is there a significant population in the community that has the partner language as the home language?

3. **Staff Buy-in:** How will a schoolwide vision for the DL/I program be created and shared? How will staff members provide input and feedback?

4. **Timeline for Implementation:** What will be the implementation timeline for the DL/I program? What are the existing resources and processes within the division that will support this timeline?

5. **Program Type:** Should the program be schoolwide or a strand within the school? Should it be a two-way immersion program or a one-way world language program? Will it be used as an LIEP for English Learners? What will students do after completing the K-5, K-8, or K-12 program?

6. **Funding resources**: What start-up funds are available? How will initial and future professional learning needs be funded? What funds are available for initial and future purchases or creation of materials?

7. **Staffing:** Is there DL/I staff already available in the division? What recruitment tools are in place in the division? How will staffing challenges due to attrition be addressed?

COSTS

8. **Staff and Program Start-up:** DL/I programs are typically cost effective since staffing comes from general (core content) education allocations. Program start-up costs should be estimated slightly higher, as material needs and professional learning needs tend to be higher in the beginning.

9. **Professional Learning:** Teachers and administrators will need both internal and external professional learning before program implementation, as well as ongoing support.

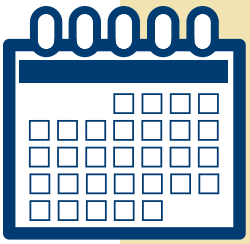
10. **Resources and Materials:** Partner language literacy materials will need to be created, acquired, or purchased. Grade-level content materials and textbooks will need to be translated if not available in the partner language.

ENROLLMENT POLICIES

11. **Initial Student Enrollment:** What processes will be used to admit students if there is more interest than seats? Can the program type be established within a school's boundary or do out-of-boundary students need to be admitted?

12. **Student Enrollment:** In order to establish and sustain a DL/I program, it is vital to develop student enrollment policies that support the chosen program model. Clear enrollment guidelines and a communication plan with the community are critical for program transparency, equity, and success.

SCHEDULING



13. **Master Schedule:** The master schedule should explicitly plan which classes will be taught in English and which will be taught in the partner language, while still allowing for adjustments as needed.

14. **Classroom Schedules:** Classroom schedules will be organized around either a two-teacher model, where an immersion and an English partner teacher share two classes of students, or around a single teacher model, where a bilingual teacher switches language based on the content being taught.

EFFECTIVE PROGRAM DESIGN

15. **Program Fidelity and Evaluation:** To ensure there is alignment between the stated goals of the program and the outcomes, DL/I design should include a plan for program evaluation while organizing and enrolling the first cohort of students and beyond.

16. **Standards Alignment:** An effective DL/I program should be rigorous and aligned to national and state standards. The ACTFL Proficiency Guidelines and Performance Descriptors and WIDA's Performance Definitions can be used to set expectations for students' language proficiency goals.

17. **Instructional Practices:** Districts should select instructional strategies that are specific to DL/I education; meet the bilingualism, biliteracy and intercultural competency program pillars; and can be implemented with fidelity. Educators should receive extensive professional learning on each specific instructional strategy to maximize their effectiveness in the classroom.

18. **Integration of School Services:** A DL/I program in a school is a core program, similar to general education in English. Students and teachers in the DL/I program should have access to the same specialists, supports, and extensions that are available to students in grade level classrooms that are not part of the DL/I program.

ACCOUNTABILITY & ASSESSMENT

19. **Teacher Performance Evaluations:** DL/I teachers will be evaluated using the division's established Teacher Performance Evaluation Protocols. Divisions may also consider adjusting evaluation processes to include additional components of impactful bilingual education instruction.

20. **State Assessments:** DL/I students are required to take the same state and division assessments as other students in the state of Virginia, including the Virginia Standards of Learning (SOL) test in English.

21. **Other Assessments:** For accountability purposes and to gauge the effectiveness of division programs, tracking student progress via the collection of data is imperative. Each school division has the liberty of choosing assessment measures that are valid, reliable, and equitable; fit the needs of their students; and align with the division's mission, vision, and goals. This may include division-created assessments, assessments for ELs, and classroom formative assessments.

COMMUNICATIONS & ENGAGEMENT

22. **Community and Stakeholder Communication:** Implementing a successful DL/I program requires the careful communication of the mission, vision, and guiding principles to the community at large. The education and engagement of the partner language population is crucial to the success and longevity of the program.

23. **Family Communication and Engagement:** Clear communication channels are essential for family support and engagement. Communication channels may include orientations, information sessions, newsletters, surveys and an ongoing feedback loop between teachers and families. Trusting relationships with families will help promote stronger family engagement.

INITIAL ANALYSIS

1. Leadership: *Who will form the leadership team, oversee initial program implementation, and provide ongoing support in areas such as curriculum and instruction, teacher and staff support, stakeholder engagement, accountability, and budgeting?*

Strong leadership, commitment, and understanding of DL/I education are essential to the success of any program. There should be a team leader as well as a DL/I specialist. Principals should be involved in DL/I professional learning to ensure sound day-to-day decision making that meets current needs and promotes program objectives and college and career readiness goals. The Virginia Department of Education offers DL/I-focused professional learning for principals, sponsored collaboratively with other divisions.

The leadership team must also focus on curriculum planning. While the DL/I curriculum is standards-driven, it may not always follow prescribed pacing guides. The leadership team should facilitate collaboration between DL/I teachers and staff to envision a curriculum that is guided by learning standards but also meets the linguistic and content needs of the program. Additionally, there should be data from a range of assessments to track acquisition of both languages. Leadership should understand that while there is a restriction on multilingual state-wide testing, DL/I programs cannot be restricted by monolingual language policies and flexibility among all personnel will play a pivotal role.

The leadership team will be responsible for providing professional learning opportunities related to DL/I and EL students. Professional learning sessions should be embedded in practices such as teaching how to read in the partner language, full coaching cycles, visiting model classrooms, lesson planning, and teaching languages other than English (LOTE).

Finally, the leadership team will need to establish teacher-driven professional learning committees (PLCs) and provide time for DL/I teachers to regularly meet to align content and language objectives, select materials, and design bridging activities.

2. Community Support: *Is there a community need or interest in implementing and sustaining a DL/I program? Is there a significant community population that has the partner language as the home language?*

Engaging with the community prior to and during implementation is imperative, as direct and personal interaction with families allows for the clearest information to be disseminated. The division or school may want to consider holding monthly, quarterly or biannual county-wide DL/I meetings, even if attendance is low. To help increase awareness of the potential program and the opportunities for more information, consider varying the time and days of meetings; posting flyers in public locales in English and the partner language; establishing an online Q&A site; sending information through preschools; setting up a booth at kindergarten registration; sending out interest surveys to parents; and using available school and division social media avenues.

Stakeholders may have concerns about cost, funding re-allocation from other programs, staff education, increase in existing classroom size, technology, fear of revealing citizenship status, transportation, or the benefits of DL/I education. These should be addressed in live or virtual face-to-face meetings, as well as in all media and online resources.

3. Staff Buy-in: *How will a schoolwide vision for the DL/I program be created and shared? How will staff members provide input and feedback?*

Studies of effective programs consistently demonstrate that high-quality programs have a cohesive schoolwide vision and a set of common goals that define their expectations for achievement (Howard et al., 2018). The entire staff must have a shared understanding that the program is an integral part of the school, not an add-on initiative. In a state-wide survey of DL/I educators in Indiana (Chestnut and Dimitrieska, 2018), respondents highlighted the importance of fostering understanding and acceptance of DL/I programs for school staff outside of the programs. Educators recommended that the full staff participate in professional learning to promote schoolwide buy-in of the DL/I program.

Some survey respondents expressed concern that getting other teachers on board with the new program posed one of the biggest challenges. Non-DL/I teachers may have felt disinterested in the program, thinking it would not affect them because they did not have ELs in their class or because the program would not reach their grade level for several years. Respondents also said that teachers not involved in the DL/I program feared getting bumped to a different grade level or building if no teachers left to make room for a partner language teacher at that grade level. One administrator reported in the survey that non-DL/I staff were excited about the program after initial fears were acknowledged and mitigated.

4. Timeline for Implementation: *What will be the implementation timeline for the DL/I program? What are the existing resources and processes within the division that will support this timeline?*

Prior to implementation, administrators should lay out the school's plan for building and sustaining the program year by year, while accounting for retirements and student growth. The projected progression of the program should be shared with the entire staff for feedback in order to alleviate apprehensions.

5. Program Type: *Should the program be schoolwide or a strand within the school? Should it be a two-way immersion program or a one-way world language program? Will it be used as an LIEP for English learners? What will students do after completing the K-5, K-8, or K-12 program?*

To examine the various types of DL/I program models, see Section 2, "Models of DL/I Immersion Programs." In the long term, to fully leverage and advance the linguistic abilities of DL/I students, schools and divisions should also engage in conversations with local universities about K-20 articulation and the continuation of students' learning after high school. Post-secondary institutions may have limited advanced language coursework available for DL/I students who matriculate into their programs. DL/I students who pursue an associate degree at a two-year college will typically have no access to advanced level language courses. Gaps in language education can be detrimental to students' progress or may even derail their continuation of language study at the university level. Developing ongoing conversations between K-12 schools and post-secondary institutions prior to and during implementation may lead to increased learning opportunities for DL/I students after high school. See Appendix B for information on connecting with Higher Education Institutions.

6. Funding resources*: What start-up funds are available? How will initial and future professional learning needs be funded? What funds are available for initial and future purchases of materials?*

Schools and divisions with DL/I programs might consider how to integrate a system of support into existing resources dedicated to DL/I program goals and needs. This support may include mentors, central office support, a repository for materials and curriculum, and other needs identified by the school or division.

7. Staffing: *Is there DL/I staff already available in the division? What recruitment tools are in place in the division? How will staffing challenges due to attrition be addressed?*

In the state of Virginia, DL/I teachers currently must hold an elementary education license and be a native or near-native speaker of the partner language. Recruiting teachers with strong understanding of second language acquisition, immersion instruction, and elementary teaching and learning is critical to the success of the program. Ideally, the English-speaking DL/I teacher should be trained in English language development and understand the partner language to support cross-linguistic pedagogy.

Collaborating on recruitment efforts with the school or division human resources office will ensure that everyone involved understands the unique staffing needs of DL/I programs, as well as DL/I teacher licensure needs. Ensuring that open positions are advertised as broadly as possible through local, state and national advertising channels is also recommended. School districts and local universities might consider collaborating to develop a DL/I teacher education pipeline program to address the staffing needs of programs and to allow teacher education students access to DL/I classrooms for observation purposes.

Few universities offer DL/I teacher education programs, especially in elementary education. English-speaking DL/I teachers with partner language proficiency may want to take coursework to add the appropriate DL/I endorsement to their current license. Other options for teacher recruitment may include international teacher programs available through the Virginia Department of Education agreements with other countries, or through private entities such as the College Board.

COSTS

8. Staff and Program Start-up: *DL/I programs are typically cost effective since staffing comes from general core content education allocations. Program start-up costs should be estimated slightly higher, as materials and professional learning needs tend to be higher in the beginning.*

After staffing the initial DL/I program, additional staffing costs should also be factored to account for student attrition. Balancing DL/I class sizes and English-focused class sizes may become difficult after Grade 3 due to students leaving the program and no new students who meet the criteria to be added. See Figures 9 and 10 for sample budgets that show potential costs for both initial DL/I program implementation and established programs.

9. Professional Learning: *Teachers and administrators will need both internal and external professional learning in DL/I education before program implementation, as well as ongoing support.*

Professional learning for both English and partner language teachers is integral to program fidelity and success. "Professional learning – for both teachers and administrators – specific to the Dual Language (DL) model, as well as a full year of planning prior to program implementation, have been lauded as key steps in successful DL program implementation" (Chestnut and Dimitrieska, 2018). The Learning Policy Institute defines effective training as "structured professional learning that results in changes in teacher practices and improvements in student learning outcomes." (Darling-Hammond, Hyler, and Gardner, 2017).

To increase teacher efficacy, professional learning should be designed in themed strands that align with state standards, division standards, program goals, English and partner language development, and culturally responsive practices. Planning of trainings should identify information that can be shared on multiple platforms as well as hands-on training and practice. In addition, professional learning should go beyond division offerings, such as attendance at state or national trainings focused on DL/I education and visits to established DL/I programs.

The leadership team should select opportunities based on program and teacher need, skill level, and experience. Trainings should include multi-day institutes before the start of school; follow-up collaborative days during the school year; and opportunities throughout the school year to participate in peer observations and structured collective reflection and modification. School and program administrators will need to work collaboratively on scheduling and funding substitute days and incidental costs. Training days should be a part of the overall division wide planning calendar as well as the school calendar.

See Appendix C for more information related to professional learning.

10. Resources and Materials: *Partner language literacy materials will need to be created, acquired, or purchased. Grade-level content materials and textbooks will need to be translated if not available in the partner language.*

Funds will need to be allocated for the creation or purchase of materials, including additional shipping costs for materials purchased abroad. Grade level content materials such as division-provided or adopted student materials for science, social studies or math will need to be translated into the partner language. Textbook materials are often available in Spanish; however, other languages often need to rely on translation of student materials supplemented with authentic texts. Subscriptions to partner language online materials to match materials used in English-focused classrooms and the purchase of DL/I materials from other school divisions may also factor into costs. Figures 9 and 10 show sample budgets for new and established DL/I programs.

Supplemental materials may be funded through Title III funds allocated to schools. To learn more about how Title III funds might be used to support ELs in DL/I programs, see the ESEA Programs Spending Handbook. To ensure that Title III funds are being used to supplement and not supplant funds used for federally required services provided to all students, see Title III Supplement, Not Supplant Requirements linked below.

Title III Fiscal Requirements

- Spending Handbook for Title I, Part A; Title II, Part A; Title III, Part A; and Title IV, Part A
- Title III Supplement, Not Supplant Requirements

Figure 9. **Initial DL/I Program Budget**

Allocation	Item	Description	Cost Frequency
Professional learning at the school or division level	Summer DL/I Institute for teachers of both the partner language and English	4 teachers 4 hours per day x 5 days @ division training rate	Recurring annually
Professional learning for one national conference	Conference Registration Cost, such as ACTFL	4 teachers	Recurring annually
Partner language resource materials	Implementing grade level guided reading and partner language content readers	Guided reading materials Content reading materials	Recurring cost until full implementation
Partner language translations	Translation of division-designed student-facing materials	120 hours x teacher hourly rate	Recurring as curriculum changes
Additional material funding	Biliteracy development materials	Authentic reading material subscriptions or student manipulatives	Recurring or in textbook adoption cycles
Professional materials	Development of the DL/I Professional Library	Books focused on DL/I education	Recurring

Figure 10. **Established DL/I Program Budget**

Allocation	Item	Description	Cost Frequency
Staffing	1.0 FTE attrition staffing	1.0 FTE salary	Recurring annually
Staffing	1.0 FTE IA Staffing	1.0 IA Salary	Recurring annually
Professional learning at the school or division level	Summer DL/I Institute for teachers of both the partner language and English	4 teachers 4 hours per day x 5 days @ division training rate	Recurring annually
Professional learning for one national conference	Conference Registration Cost, such as ACTFL	4 teachers	Recurring annually
Partner language translations	Translation of division-designed student-facing materials	60 hours x teacher hourly rate	Recurring as curriculum changes
Additional material funding	Biliteracy development materials	Authentic reading material subscriptions or student manipulatives	After initial purchase, a maintenance budget for annual materials is helpful
Professional Materials	Development of the DL/I Professional Library	Books focused on DL/I education	After initial purchase, a lower maintenance budget for annual materials is helpful

ENROLLMENT POLICIES

11. Initial Student Enrollment: *What processes will be used to admit students if there is more interest than seats? Can the program type be established within a school's boundary or do out-of-boundary students need to be admitted?*

Schools initiating DL/I programs may be faced with student interest that exceeds program capacity, necessitating a formalized lottery system to ensure equitable access. Alternately, schools may not have enough students of either English or the partner language, necessitating an admission process for out-of-boundary students in order to establish balanced enrollment for the program type.

12. Student enrollment: *In order to establish and sustain a DL/I program, it is vital to develop student enrollment policies that support the chosen program model. Clear enrollment guidelines and a communication plan with the community are critical for program transparency, equity, and success.*

Research has shown that students from a variety of different backgrounds can be successful in DL/I programs. Students from different ethnic, social class, and language backgrounds, and with varying academic strengths and needs, have all benefited from DL/I education. There is no particular type of student that fails to flourish in dual language programs (Howard et al., 2003). To ensure equity, divisions should advertise open enrollment on the school and division websites and hold open seats for both language groups as long as possible. By the beginning of the school year, divisions may then enroll students regardless of language category in order to provide the maximum number of students with the opportunity to participate in the program. Student enrollment will determine the most appropriate program type:

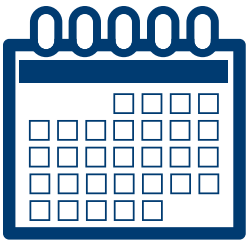
- If student enrollment is more than two-thirds partner language learners, a one-way immersion program is suggested, since the programs will serve primarily learners of the partner language.
- If student enrollment is more than one third partner language speakers, a two-way immersion program is suggested. See Section 2: One-way or Two-way Models.
- If student enrollment has an equal balance of partner language speakers and learners, a two-way immersion program is recommended, since the program will serve both populations simultaneously. Alternately, class makeup may be comprised of as many as 2/3 partner language speakers and 1/3 partner language learners and still be considered a two-way immersion program.

Similar to the attrition that occurs within any program, DL/I programs may also experience student attrition, creating open seats in upper grade levels. This can be alleviated by enrolling slightly larger classes in the lower grades and establishing policies for late student admissions throughout the upper grades to maintain a healthy DL/I program. Sample policies for program enrollment could be similar to the following:

- All students will be considered for the program, including students with disabilities.
- There are no language or grade level restrictions for English learners who speak the partner language.
- Students without prior partner language knowledge are accepted throughout first grade only. After first grade, only fluent speakers of the partner language or students from other DL/I programs are accepted.
- The latest possible admission date for students without prior partner language knowledge is the end of the second quarter of second grade. After this date, all students seeking DL/I placement must demonstrate oral partner language skills consistent with grade level expectations. Division-created language performance assessments may be administered at the school.
- Beginning in second grade, parents must acknowledge and accept the challenges the student may face when entering the DL/I program without prior partner language knowledge.

There is no conclusive best practice for admission of students without prior knowledge of the partner language; this necessitates establishing division or school level policies to address late admissions. It is recommended that office staff and school personnel be educated about the enrollment policies to ensure a clear and consistent message to all stakeholders.

SCHEDULING



13. Master Schedule: *The master schedule should explicitly plan which classes will be taught in English and which will be taught in the partner language, while still allowing for adjustments as needed.*

The master schedule should plan instruction in English and in the partner language to be separated by teacher, content, time, and/or environment to achieve the best results in language acquisition (Cloud et al., 2001). The schedule should also allow for the flexibility to adjust instructional time between the two languages, time focused on a specific content areas, or other areas as needed. The Center for Applied Linguistics (CAL) reports that a high level of explicit schedule planning is generally associated with more successful programs. However, administrators and teachers emphasize the need for program flexibility after implementation (Howard et al., 2018). Programs must be adaptable and responsive to the school's unique needs, fluctuations in resources, and changes in the community of stakeholders. See Section 1, *Figure 8*, for a sample DL/I schedule.

14. Classroom Schedules: *Classroom schedules will be organized around either a two-teacher model, where an immersion and an English partner teacher share two classes of students, or around a single teacher model, where a bilingual teacher switches language based on the content being taught.*

Two-teacher Model

Side by Side: The immersion teacher and the English partner teacher share two classes of students and switch mid-point through the day. This schedule works best for lower grades or large DL/I classes.

Fanning: The immersion teacher sends students to various English partner teachers and/or receives students from various English partner teachers. This schedule works well in the upper grades to provide students with many opportunities to interact with non-DL/I students.
Combination: This schedule combines the Side by Side and the Fanning schedules. The immersion teacher partners with an English teacher for half the day and fans to several teachers for the other half of the day.

Block Schedule: The DL/I teacher and the English partner teacher teach their respective content areas on alternating days. While this schedule still separates languages by time, content and environment, all content areas may not be taught daily.

Single Teacher Model

Separation by Content: The DL/I teacher remains with students all day but switches languages depending on the content area to be taught in the partner language.

Separation by Time: The DL/I teacher remains with students all day but switches languages throughout the day, or on a daily or weekly basis (daily or weekly switching is not a recommended model by researchers).

Structure of Class Time: The charts below show possible class time in kindergarten and third grade.

Kindergarten English Classroom	Kindergarten Partner Language Classroom
▪ Arrival procedures ▪ Morning meeting ▪ Reading mini-lesson ▪ Guided reading/ independent work stations ▪ Writing mini-lesson ▪ Independent writing/ writing conferences ▪ CLASS SWITCH ▪ Repeat procedures for second class	▪ Arrival procedures ▪ Morning meeting ▪ Math time ▪ Partner language vocabulary lesson/ reading mini-lesson/ writing mini-lesson ▪ Guided reading/ independent work stations (including writing)* ▪ CLASS SWITCH ▪ Repeat procedures for second class

*Science and Social Studies are divided between both languages and are integrated with Language Arts.

Third Grade English Classroom	Third Grade Partner Language Classroom
▪ Arrival procedures ▪ Morning meeting ▪ Reading min- lesson ▪ Guided reading/ independent work stations ▪ Writing mini-lesson, or social studies lesson. ▪ Independent writing/ writing conferences, or social studies independent work ▪ CLASS SWITCH ▪ Repeat procedures for second class	▪ Arrival procedures ▪ Morning meeting ▪ Math time ▪ Reading mini-lesson/ writing mini-lesson, or Science lesson. ▪ Guided reading*, independent work stations (including writing), or science independent work. ▪ CLASS SWITCH ▪ Repeat procedures for second class

*Small group guided reading is recommended only for students who are not meeting benchmark (Escamilla, 2014).

Switching at midpoint of the day allows approximately two hours of instruction with each class and two hours for lunch, recess and resource/specials. Since third grade and beyond include a heavier science and social studies curriculum, teachers should balance these areas with language arts time. This might be two content-specific days along with three language arts days using science or social studies texts as a basis for reading comprehension or a research presentation.

EFFECTIVE PROGRAM DESIGN

15. Program Fidelity and Evaluation: *To ensure there is alignment between the stated goals of the program and the outcomes, DL/I design should include a plan for program evaluation while organizing and enrolling the first cohort of students and beyond.*

Planning with the end in mind is an evidence-based way for the DL/I program to focus on continual improvement as it matures from the elementary into the secondary level. The program evaluation plan may include the types of data that will be collected; the intervals for analysis; the persons responsible for collecting and analyzing the data; and the methods and frequency of reporting to stakeholders, such as the community and school board.

Sets of data may also be collected related to different components of the program, such as staff, enrollment, assessment, and professional learning. For example, data could be collected related to student proficiency outcomes in the partner language at grades one, three, and five; standardized test scores for content; attrition of students; attrition of teachers; and satisfaction of parents, school community, local community, or prospective employers.

There are several program evaluation tools available from professional organizations, including Principles of Effective World Language Programs from the National Association of District Supervisors for Foreign Languages (NADSFL) and the Guiding Principles for Dual Language Education from the Center for Applied Linguistics (CAL). Both organizations provide free digital program evaluation tools that can be downloaded and customized for any DL/I program. See Appendix D for sample program evaluation tools.

16. Standards Alignment: *An effective DL/I Program should be rigorous and aligned to national and state standards. The ACTFL Proficiency Guidelines and Performance Descriptors and WIDA's Performance Definitions can be used to set expectations for students' language proficiency goals.*

DL/I learning expectations for general content areas are aligned to the Virginia Standards of Learning (SOL). To set learning goals for students' language proficiency, districts could use:

- NCSSFL-ACTFL Can-Do Statements, and ACTFL Proficiency Guidelines and Performance Descriptors
- WIDA's ELD Standards and Performance Definitions for ELs
- Common Core en Español: Standards for Language Arts and Literacy

17. Curriculum and Instruction: *Districts should select curricula and instructional strategies that are specific to DL/I education; meet the bilingualism, biliteracy and intercultural competency program pillars; and can be implemented with fidelity. Educators should receive extensive professional learning on each specific instructional strategy to maximize their effectiveness in the classroom.*

Biliteracy includes the appropriate and effective use of grammatical, syntactic, graphophonic, semantic, and pragmatic systems of the two languages (Escamilla et al., 2014). The Common Core en Español curriculum can be used to guide Spanish language arts instruction even though Virginia is not a Common Core state. The document has been adjusted to reflect the uniqueness of the Spanish language by adding relevant items and deleting items that do not apply.

Virginia's LIEP description document outlines several key components that have been shown to advance both academic achievement and language proficiency in a successful DL/I program, including the following:

- **Language-Rich Environment**. Opportunities for students to regularly communicate the information, ideas, and concepts necessary for academic success and social purposes are embedded within the school setting (de Jong and Barko-Alva, 2015). Multimodal instruction provides reading, writing, speaking, and listening tasks, in addition to language progress monitoring and aligned content and language objectives in the classroom.

- **Culture and Language Connections.** Instruction promotes intercultural competence and embeds culturally responsive practices that reflect and honor students' backgrounds and language(s) and provide a safe environment for all. Language arts instruction is provided in both languages and includes connections and bridging activities between those languages. See Appendix E for more information on

Culturally Responsive Teaching.

- **Interaction and Engagement.** Teachers consistently utilize instructional practices that are research-driven and evidence-based, such as sheltered instruction, cooperative learning structures, and stimulating academic language input. Teachers adapt content and curriculum for ELs and for the partner language by providing visuals, multiple entry points, and other scaffolding processes. Materials are grade-level appropriate, include authentic sources, and connect to other content area goals and SOL. Lesson design in both languages incorporates higher order thinking and accommodates various proficiency levels, literacy skills, and learning styles.

Divisions and schools may also consider investigating instructional frameworks that would align with best practices for DL/I education, including the following.

- **The Biliteracy Unit Framework (BUF)** (Beeman and Urow, 2013). This lesson plan model is based on the idea that the most effective way to teach biliteracy is by integrating language arts with content area instruction. This template allows you to plan a lesson ensuring the integration of the strategic use of Spanish and English in the classroom. http://vivabiliteracy.com/what-is-the-biliteracy-unit-framework/

- **Literacy Squared**. Conceived and developed as an innovative holistic biliteracy framework, the Literacy Squared framework emphasizes building trajectories toward biliteracy, with sustained language and literacy development in both languages. It suggests to devote equal amounts of time in reading, writing, oracy and metalanguage in both Spanish and English instruction. https://literacysquared.org.

- **Sheltered Instruction Observation Protocol (SIOP).** The SIOP Model is a research-based and validated model of sheltered instruction that helps teachers plan and deliver lessons that allow ELs to acquire academic knowledge as they develop English language proficiency. CAL offers a report specifically for DL/I settings called *Adapting the Sheltered Instruction Observation Protocol (SIOP) for Two-Way Immersion Education: An Introduction to the Two-Way Immersion Observation Protocol (TWIOP)*.
  http://www.cal.org/twi/TWIOP.pdf

See Appendix F for additional resources related to curriculum and instruction.

18. Integration of School Services: *A DL/I program in a school is a core program, similar to general education in English. Students and teachers in the DL/I program should have access to the same specialists, supports, and extensions that are available to students in grade level classrooms that are not part of the DL/I program.*

Collaboration with those responsible for extended services within a school is critical to ensuring access and equity for students in DL/I programs. Extended services and supports would include advanced academic programs (AAP), gifted and talented (GT), Special Education, reading, STEM, and other services specific to each school.

Advanced and Special Education Programs

Students in DL/I programs are entitled to the same access to AAP and GT curricula as their grade level peers. Families with children in DL/I programs should not have to choose between advanced curricula and the DL/I program. DL/I teachers can be trained to use the advanced curriculum at their grade level, while ensuring that all students can participate with scaffolds and supports as needed to accommodate their language levels in both English and the partner language.

Students with disabilities also benefit from participation in DL/I programs (Fortune, with Menke, 2010). It is critical to inform Special Education administrators and Individual Education Plan (IEP) committee members that most IEP needs can be successfully met for a student in a DL/I program; this could also include training them on how IEP goals can be met. This will ensure clear communication to families that they do not have to choose between special education services and the DL/I program.

Literacy Programs

Teachers should choose literacy programs that reflect the partner language's pattern of reading skills acquisition using evidence-based practices. Commercially available programs should be thoroughly examined regarding appropriateness for the students in the DL/I program. Both DL/I teachers and reading specialists will need to have knowledge of how reading skills are taught and acquired in the partner language as well as in English, as skill acquisition may differ across languages. Whereas reading strategies appropriate for English may not always be appropriate for use in the partner language, the overarching approaches to differentiation for readers can, in some cases, be applied.

Instructional coaches and support staff for the various content areas also benefit from understanding their role in supporting the DL/I program. DL/I English and partner teachers should be part of all grade level team discussions, including instructional strategies, pacing, and data reviews. Providing opportunity for all grade level teachers to discuss and apply similar strategies for instruction and understand the pacing of a DL/I classroom will strengthen student learning as well as build a strong school community.

Planning of extended school services may include the language of service; roles and responsibilities; substitute teachers for partner language class time; collaboration among all grade level team members; or reflection on research-based practices that support inclusion, extension and extra support for all students.

Administrative overview may include the school improvement plan; DL/I as the LIEP for ELs; adherence to division goals and curriculum; licensure or training for ELD teachers; master schedule planning; organization of PLCs, professional learning, and teacher collaboration time; or standardized testing and/or assessment protocols.

ACCOUNTABILITY & ASSESSMENT

19. Teacher performance evaluations: *DL/I teachers will be evaluated using the division's established Teacher Performance Evaluation Protocols. Divisions may also consider adjusting evaluation processes to include additional components of impactful bilingual education instruction.*

Schools may engage in peer evaluations, where grade level partners visit one another during the school day for observation using informal methods. These might include a half day observation, a half day reflection on classroom practice, and feedback for growth based on specific practices for DL/I classrooms.

There are additional criteria unique to the immersion setting that principals may incorporate into the professional performance feedback provided to DL/I teachers as part of their professional growth. CARLA has created an Immersion Teacher Observation Strategies Checklist that includes the following categories:

- Makes input comprehensible. Integrates content, culture, language, and literacy.
- Attends to continuous language growth and improves accuracy.
- Creates a language-rich learning environment.
- Uses teacher talk effectively.
- Promotes extended student output.

20. State Assessments: DL/I students are required to take the same state and division assessments as other students in the state of Virginia, including the Virginia Standards of Learning (SOL) test in English.

Given that the Virginia SOL tests are in English, teachers should be conscious of the need to unpack the academic language present. In preparation for the SOL tests, many cross-linguistic instructional strategies can be used to facilitate content and language comprehension. Instructional strategies such as preview-view-review (Escamilla et al., 2014), bridging (Beeman and Urow, 2013) and translanguaging (Garcia and Wei, 2014) are some practices that a teacher may consider. See Appendix F for additional information on cross-linguistic strategies.

21. Other Assessments: For accountability purposes and to gauge the effectiveness of division programs, tracking student progress via the collection of data is imperative. Each school division should choose assessment measures that are valid, reliable, and equitable; fit the needs of their students; and align with the division's mission, vision, and goals. This includes division-created assessments, assessments for ELs, and classroom formative assessments.

Division Assessments

School divisions may create their own assessment framework that balances federal and state mandated assessments with local assessments, allowing the division to fully address their vision and progress reporting needs. Whereas mandated state assessments address content knowledge requirements, partner language assessment is less prescriptive. Assessing oral language proficiency and literacy skills in both languages is vital. This can yield a more accurate measure of students' skill level in each language and lead to higher performance levels overall. Divisions should consider the following when adopting an assessment system that will provide accurate and valid measures of all students:

- Children vary in the rate at which they learn languages. The speed at which language acquisition occurs depends on internal factors within the child and the child's learning environment.
- Home language dominance plays a role in performance. When a child becomes competent in the language spoken at home and is then introduced into a setting where everyone is speaking a different language, the child will frequently continue to speak the home language even when others do not understand.

Ensuring assessments are fair for all students also requires them to be culturally appropriate, which can be defined as assessments that recognize and embrace diversity among the student population and do not include references or content that could potentially have unintended meanings for different students (Padilla, 2001). Divisions should consider the following when adopting an assessment system that will be unbiased for all students:

- Assessments should be linguistically, culturally, and developmentally appropriate (Espinosa, 2015).
- Educators should be aware that culture shapes how students interpret and respond to items when evaluating student performance (Solano-Flores, 2016).

EL Assessments

When selecting assessment systems to measure ELs' learning, divisions should take into account that many tests which are designed for monolingual students are being used to assess bilingual students. "Authors have expressed concerns about testing ELs with tests of English proficiency originally created to assess native English users. Also, authors have expressed concerns about policies concerning language development that focus on English proficiency among ELs without taking into consideration proficiency in their native language" (Solano-Flores, 2016). Divisions should consider the following when adopting an assessment system that will provide accurate and valid measures of EL students:

- **Translated Tests**: Reading assessment systems are often offered in different languages. Local divisions should learn what population the assessments were created for and the language in which the system was written. A reading assessment system that was created in English and later translated to another language raises concern as a reliable, valid, and fair tool in measuring content in another language. A translated assessment might not accurately measure the levels of the partner language due to a lack of score correlation, i.e., "the extent to which the values of two variables vary together" (Solano-Flores, 2016).
- **Transadaptations**: Many assessment companies now offer assessment systems that are transadaptations. Transadaptation is the act of translating the source language and adjusting the product to address the source language and its cultural aspects. "When a test is adapted from a source language (SL) into a target language (TL), the two test forms are not psychometrically equivalent for three reasons: (1) usually, not all the items can be adapted from the SL to the TL, and replacement items are developed in the TL; (2) the meaning, and as a result psychometric characteristics, of some items are altered by the translation; and (3) cultural factors" (Allalouf et al., 2009).

Formative Assessments

Formative assessments guide and inform the instruction provided in the classroom. Formative assessments will thus be dynamic and look different across different classrooms, depending on the learning needs of the students. Divisions should consider the following when creating formative assessments of students:

- Formative assessments are "activities oriented to obtaining information that allows teachers to adjust their instruction, thus creating opportunities for their students to reach certain learning goals" (Solano-Flores 2016).
- High quality formative assessments establish the criteria for success, provide feedback to students, and include questioning activities, peer assessment and self-assessment (Black and William, 1998).

COMMUNICATION & ENGAGEMENT

22. Community and Stakeholder Communication: Implementing a successful DL/I program requires the careful communication of the mission, vision and guiding principles to the community at large. The education and engagement of the partner language population is crucial to the success and longevity of the program.

The DL/I mission, vision, and guiding principles must be carefully developed by a diverse team of leaders and shared with all stakeholders in the community prior to the launch of the program. This leadership team should include school leaders, teachers, parents and families, division administration, and other representatives from the community.

Divisions implementing a DL/I program should consider using various forms of media to broadcast news and updates. This may include creating a DL/I page on the division website, newsletters, highlighting DL/I program successes on division social media platforms, and developing brochures for families inquiring about the program (Fortune, 2012).

23. Family Communication and Engagement: Clear communication channels are essential for family support and engagement. Communication channels may include orientations, information sessions, newsletters, surveys and an ongoing feedback loop between teachers and families. Trusting relationships with families will help promote stronger family engagement.

Family Communication

Two-way communication with families should be ongoing throughout the year. For many DL/I families, half of the classroom instruction will be happening in a language that is unfamiliar to them. Potential concerns, such as worries about their children not learning as quickly or as much as those in English-only programs, not being prepared for the standardized tests, or not understanding the expectations in the classroom, can be alleviated with extra measures of communication and reassurance, particularly when children are new to the program. It is essential that administrators and teachers address any concerns during the implementation period. Once the expectations have been established and concerns addressed, communication should then focus on consistently addressing the needs of the families involved.

All communication needs to be translated into the partner language and the families' home languages. There are numerous apps that provide translation services to facilitate this process. It is also helpful to appoint a bilingual family liaison whose job is to serve as point person for communication. This person develops relationships and helps build trust and a sense of community with the families of partner language students. The following examples show possible ways to communicate effectively with families:

- **Newsletters.** A weekly newsletter in both the partner language and English can deliver helpful information in a timely manner without being overwhelming. Newsletters might include items similar to the following (adapted from Grant and Ray, 2018):
    - A daily or weekly schedule, including any specials the class will attend.
    - Current skills and concepts the children are working on, with a few examples.
    - Suggestions of activities families can work on together at home.
    - Information about field trips or special events.
    - Acknowledgement of help provided by families.
    - Contact information in case of concerns or questions.
    - Contributions from students (e.g., student writings or news written by students).
    - Contributions from families (e.g., parenting tips or ideas for out-of-school activities).

- **Family Surveys**. A survey of all families at the start of the school year can be a useful tool for learning about family structures and traditions, goals for their child, the child's likes and dislikes, and each family's communication preferences. Surveys should be translated to the home languages of all families. A "Family Welcome Questionnaire" might include questions similar to the following (adapted from Henderson et al., 2007):

- What languages are spoken in your home?
- What would you like for us to know about your child?
- With whom does your child spend most of his/her out-of-school time?
- What activities do you like to do as a family?
- Do you have any family members who would be willing to share about your culture?
- What are some ways you would like to be involved in the classroom or school?
- What could the school do to help you to be more involved?
- What are some ways you would like for the school to recognize and teach about your child's culture?
- What additional questions or concerns do you have, or what else would you like for us to know?

Family Engagement

Families provide their children cultural and linguistic "funds of knowledge" (Moll et al., 1992), which are the skills and knowledge that are embedded in families' histories and cultures and manifest in the daily functioning of the family. Funds of knowledge may be related to things like animal care or agriculture; construction or technical skills; professional skills like law, medicine, or education; artistic or culinary skills; economic skills; or child-rearing skills. Particularly, when these skills and "ways of knowing and being" (Gay, 2010) differ from what is typically valued in schools, it is important that teachers actively seek out those funds of knowledge so that they can be assets for the classroom in addition to assets for individual children.

In order to access families' assets, teachers must develop trusting relationships with parents or other caregivers. When families have been marginalized in school settings or when they have had unpleasant interactions or traumatic experiences during their own or their children's schooling, they may be reluctant to engage. Furthermore, families' cultural norms may indicate that parents either do not belong in the classroom or that a low educational attainment or low English proficiency are barriers to participation. In addition, participating in the classroom is not the norm worldwide. Therefore, it is the teacher's job to reach out to families and shift those perceptions, invite families into a productive partnership, and honor a variety of contributions to the classroom (Epstein et al., 2018; Kyle et al., 2006; Lightfoot, 2003; Padak and Rasinski, 2006).

When parents are invested in and satisfied with their children's educational programs, they are primed to engage in those classrooms. In surveys of parents who have participated in their child's bilingual programs, those parents have indicated that they are satisfied with the DL/I program and they see the value in bilingualism. These findings are across native English-speaking parents and parents who speak languages other than English (Shannon and Milian, 2002).

It is also important for administrators and teachers to understand that families seeking DL/I education for their children come from different backgrounds and have varying motivations for enrolling their children in such programs. Elizabeth Wise, of the Mandarin Immersion Parents Council, defines five categories of parents:

Five Categories of DL/I Parents

1. "Pioneers" who become involved in the program early on and are invested in the program's success.
2. Parents who hold unrealistic expectations that their child's development of the partner language will progress at the same rate as native speakers.
3. Parents who have cultural ties to the partner language and hope that their child participating in the program will help to strengthen both linguistic and cultural ties to their family.
4. Parents who view bilingualism as an economic benefit to their children for their future careers.
5. Parents who seek the most rigorous learning opportunities for their children and believe that DL/I education is academically rigorous.

See Appendix F for additional resources related to family communication and engagement.

Implementation Checklists

The following two pages provide checklists of possible tasks that divisions should complete to ensure success of a DL/I Program. The lists are not exhaustive but provide some starting points. Implementation is not a strictly linear process and some tasks may be done simultaneously or in a different order.

IMPLEMENTATION CHECKLIST

For Dual Language/Immersion Programs

1

LEADERSHIP

Establish the DL/I leadership team and inform the Virginia Department of Education of DL/I plans.

2

TIMELINE

Create a timeline for program implementation and continuation.

3

PROGRAM MODEL

Determine the partner language and program model based on student language needs.

4

VADLEN

Contact the Virginia Dual Language Educators Network (VALDEN) for guidance on teacher recruitment, curricular resources, professional learning, and program assessment.

5

CONTENT LANGUAGE

Determine language allotment of content and plan which subjects will be taught in English and which in the partner language at each grade level.

6

FUNDING

Solicit funding for program start-up, such as grants from the division's budget office, the school PTA, heritage language community groups, or foreign embassies.

7

K-12 PATHWAY

Plan a clear k-12 pathway for learners. Engage in conversations with local universities about k-20 articulation.

8

EVALUATION

Determine measures for ongoing program evaluation to ensure alignment between the goals of the program and the outcomes.

9

ENROLLMENT

Determine enrollment policies that will establish and sustain the DL/I program, as well as ensure equity and success for all students.

Implementation is not a strictly linear process. These and additional tasks may be done simultaneously or in a different order.

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IMPLEMENTATION CHECKLIST

For Dual Language/Immersion Programs

10

LEARNING COACH

Appoint a DL/I coach or responsible administrator to plan and coordinate professional learning.

11

LEARNING COACH

Hold a staff orientation to gather input, address concerns, and develop a shared DL/I mission

12

STAFF TRAINING

Provide initial professional learning for DL/I staff as well as for non-DL/I staff.

13

MATERIALS

Purchase textbooks and create, purchase, or translate materials in the partner language.

14

ORIENTATION

Hold a family orientation to explain goals, program implementation, and benefits.

15

RECRUITMENT

Recruit partner language teachers and plan for the continued recruitment and retention of teachers as the program grows.

16

CURRICULUM

Provide DL/I teachers with time to develop curriculum and provide ongoing professional learning for all school staff

17

ASSESSMENT

Assess student proficiency in English and in the partner language to gauge the effectiveness of the program

18

PROGRAM FIDELITY

Assess and evaluate program fidelity regularly to ensure continued alignment between goals and outcomes.

Implementation is not a strictly linear process. These and additional tasks may be done simultaneously or in a different order.

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GLOSSARY OF TERMS

For additional terms related to DL/I education, visit www.cal.org/twi/glossary.htm

Achievement gap: A disparity in academic performance between groups of students.

Bilingual education: An umbrella term for dual language and transitional bilingual programs, and used synonymously with transitional bilingual programs.

Bridging: The purposeful development of a visual generated by student input to bridge literacy between languages (i.e., recognizing cognates and patterns).

Developmental bilingual program: A dual language program in which students are primarily native speakers of the partner language.

Dual language program: 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 percent of instruction at all grades; and the program lasts at least five years (preferably K-12). Dual language may also be used as an umbrella term for two-way immersion, foreign (world) language immersion, heritage language immersion, and developmental bilingual programs, and is frequently used to refer to two-way immersion.

Dual language immersion (DL/I): An umbrella term that describes programs that provide literacy and content area instruction in and through English and a second partner language. See dual language and immersion.

Dual immersion: A synonym for dual language, particularly in the Southwestern and Western United States.

Early exit program: A program for English language learners that focuses on proficiency in oral and written English. The students' native language is used for instruction for a number of years (1-3 is typical) and is gradually phased out in favor of all-English instruction.

English as a Second Language (ESL): A program for English language learners.

English Learner (EL): A student who cannot communicate fluently or learn effectively in English, usually coming from non-English-speaking homes or background. These students may be known as English Language Learners (ELL) or Limited English Proficiency (LEP) and may receive ESL services.

Foreign language experience/exploratory (FLEX): A program characterized by frequent sessions over a short period of time or short and/or infrequent sessions over an extended period of time in order to expose students in Grades K-8 to one or more languages and cultures. The goals are learning about languages, learning basic words and phrases, and/or developing an interest in foreign language for future study. Some instruction may take place in English.

Foreign language immersion: A dual language program in which students are primarily native English speakers learning a foreign language.

Foreign language in the elementary school (FLES): A foreign language class taught at least 75 minutes per week, in which the goals are to acquire listening, speaking, reading, and writing skills and to gain an understanding of and appreciation for other cultures. The focus of instruction can be on language and/or subject matter content.

Foreign language: Formerly used in the U.S. to denote a language other than English. See world language or LOTE.

Full immersion: A term denoting 90-100 percent partner language instruction, used more frequently by world language immersion practitioners than two-way or developmental bilingual practitioners. See 90/10 model.

Heritage language immersion: A dual language program in which students are primarily English speakers with some proficiency in, or a cultural connection to, the partner language through family, community, or country of origin.

Heritage language program: A program that aims to develop proficiency in a language that is spoken by the students' relatives, ancestors, or community members in which the student may have some level of proficiency. Programs may be school-based or community-based and range from an hour a week to full immersion.

Immersion (as a program type): A program in which at least 50 percent of instruction is in the partner language and the focus of instruction is on both language and subject content, in both English and the partner language.

Immersion (as a method): A method in which teachers speak in the partner language exclusively during instructional time. The term may be used in immersion programs or in traditional world language classes at any grade level.

Late exit program: A transitional bilingual program in which students receive instruction in the partner language for 4-6 years. This may differ from a developmental bilingual program if the amount of instruction in the partner language falls below 50 percent.

LOTE: A term used for "languages other than English."

Maintenance bilingual: A less common term for developmental bilingual.

Models:

One-way model: A model of dual language education in which less than one third of the students in a classroom are native English speakers and/or native/heritage speakers of the partner language. Students learn academic subjects (math, science, social studies) for at least 50 percent of the school day. This program may not necessarily offer language arts instruction in the partner language.

Two-way model: A model of dual language education in which at least one third of the students in a classroom are native English speakers and/or native/heritage speakers of the partner language.

50/50 model: A dual language immersion program model in which English and the partner language are each used for 50 percent of instruction at all grade levels.

90/10 model: A dual language immersion program model in which students are instructed 90 percent of the time in the partner language and 10 percent in English in the 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 percent of instruction.

Newcomer program: A specially designed program for new immigrants to the U.S. who are English learners, in which students learn in special classes until they can be mainstreamed into regular classes. Teachers may or may not use the native language for instruction. These programs are most often found at upper elementary and secondary grade levels.

One-way immersion: A term used frequently in the Southwestern United States to refer to developmental bilingual education. It is also frequently used to refer to world language immersion, in contrast to two-way immersion that enrolls students from two language groups.

Partial immersion: A term previously used to denote 50/50 models, and used primarily in one-way immersion programs. See 50/50 model.

Partner language: An alternative term for "target" language or a language other than English that is used for instruction. This is the preferred term in dual language education, in which both English and the world language are "targets" for developing proficiency.

Phase-in: A program that changes the percentage of the partner language vis-à-vis English, usually moving from 90:10 in the lower grades to 50:50 by fifth grade.

Side-by-side model: A dual language programs in which students are instructed in one room by an English teacher and in another room by a partner language teacher. Students move between the two classrooms for instruction. Each teacher generally teaches exclusively in one language to two groups of students.

Second language acquisition: The process of gaining proficiency in a language other than one's maternal or native language.

Submersion: A method of EL instruction in which students are placed in an English-only mainstream classroom with no alternative language supports.

Spanish for native speakers program: A program of instruction for native speakers of Spanish that complements foreign language instruction in Spanish for non-native speakers. See heritage language program.

Target language: The language other than English that is used for instruction. See partner language.

Transitional bilingual education: A program for English learners in which the goal is proficiency in oral and written English. The students' native language is used for instruction for a number of years (1-3 is typical) and is gradually phased out in favor of all-English instruction.

Translanguaging: A process by which students who are bilingual use both languages as one integrated communication system.

Two-way bilingual immersion: A less common term for two-way immersion.

Two-way immersion (TWI): A dual language program in which both English speakers and partner language speakers are enrolled, with neither group making up more than two-thirds of the student population.

World language: Commonly used in the U.S. to denote a language other than English. See also foreign language or LOTE.

World language immersion: A term used to refer to one-way dual language immersion programs that primarily enroll English speakers seeking to acquire a world or foreign language. See one-way immersion.

APPENDIX A

DL/I Education in Virginia (Section I, page 8)

The Virginia Dual Language Educators Network (VADLEN) notes ten public school divisions in Virginia that offer a DL/I program.

As of August 2019: Albemarle County, Alexandria City, Arlington, Chesterfield County, Fairfax County, Harrisonburg City, Manassas City, Newport News, Virginia Beach City, and Winchester Public Schools.

APPENDIX B

Program Type (Section 3.5)

Connecting DL/I Programs and Higher Education Institutions

- Currently there are no Higher Education Institutions (HEIs) in Virginia that specifically support or offer in-service professional learning for dual language education, nor are there any certificate or graduate credit courses. This includes the two-year HEIs that offer career switcher teacher preparation. Courses of action could include:
    - Identify HEI administrators, such as presidents, provosts, or deans, who are supportive of DL/I program development.
    - Identify State Council of Higher Education in Virginia (SCHEV) leadership who are supportive of DL/I education and K-20 DL/I articulation.
    - Explore the role of two-year HEIs in promoting DL/I education courses to four-year college double majors and/or world language teacher preparation majors. There is currently a lack of articulation due to limited world language offerings beyond the ACTFL Intermediate Low/CEFR B1 level in two-year HEIs, as well as four-year HEIs not accepting FRLG 200-level coursework for credit transfer to their institutions (see SCHEV).
- The College of William and Mary offers teacher training in ESL and Bilingual Education. Once certification is set by the state, another course will be added. George Mason University is working on creating a certificate program.
    - Virginia Wesleyan University currently offers a four-year Teacher Education degree (TEd). James Madison University is seeking to offer new four-year online TEd. Longwood University is revamping its four-year TEd program. Virginia Commonwealth University currently offers an undergraduate degree in foreign languages with an education minor.

APPENDIX C

Professional Learning (Section 3.9)

There are many training approaches available to schools implementing DL/I programs, both synchronous (face-to-face/online with instructor) and asynchronous (self-paced). Schools may decide to design training that includes on site options as well as distance learning options provided by outside sources.

Synchronous and Asynchronous Training

There are advantages and disadvantages to both synchronous and asynchronous professional learning. Synchronous training provides direct instructor access, face to face collaborative learning, planning, and team building. Synchronous training is often preferred when initiating new programs and initiatives and establishing collaborative relationships among a new team. Asynchronous training might be selected based on financial resources in a division or school or as supplemental to reinforce and provide continuous access to information. A combination of both synchronous and asynchronous learning can make for a robust training program. Decisions on training type and timing should be made at the time the professional learning plan is being developed, in alignment with program goals, needs, and resources.

For more information on choosing the appropriate type of professional learning, please visit https://www.learningsolutionsmag.com/articles/1197/synchronous-or-asynchronous-how-to-pick-your-training-delivery-method.

The following are examples of synchronous and asynchronous trainings.

Synchronous Training

Pre-Service for teachers who are new to the division.

- One day training devoted to general DL/I business items.
- One week DL/I training prior to the start of school.
- Ongoing support in DL/I and general school and division policies.

Biliteracy institutes for English and partner language teachers.

- Multi-day training with 3-5 full or half day sessions prior to the start of school.
- Information that moves from theory to practice.
- Collaborative planning, peer sharing, and group reflection.
- Short and long term goal setting for the upcoming school year.

Biliteracy collaboration for English and partner language teachers.

- Full day and ongoing support for follow up and expansion of Biliteracy Institute.
- Deeper learning of one or two topics.
- Time for collaboration, planning, sharing, and reflection.

After school coursework opportunities

- Credit bearing, semester long classes offered by the division.
- Single sessions of coursework.
- Higher education institution coursework.

Asynchronous

Independent or online professional learning.

- Higher education institution coursework.
- Professional reflection tools such as the TELL Project (http://www.tellproject.org/) or CATALYST (https://catalyst.uoregon.edu/).
- Semester long, single session, or self-paced coursework or modules.
- Online resources, such as blogs, social media, or open-ended courses.
- DL/I websites, such as VDOE and other state websites.
- *Biliteracy from the Start* by Kathy Escamilla et al. http://literacysquared.org/index.php/resources-materials/
- *Teaching for Biliteracy* by Beeman and Urow. http://www.teachingforbiliteracy.com
- Dual Language resources from professional organizations:
    - American Council on Teaching Foreign Languages (www.actfl.org)
    - The Center for Applied Linguistics (www.cal.org)
    - The Center for Advanced Research on Language Acquisition (carla.umn.edu)
    - Dual Language Education of New Mexico (www.dlenm.org)
    - Illinois Resource Center (www.thecenterweb.org)
    - Virginia Dual Language Educators Network (vadlen.weebly.com)

APPENDIX D

Program Fidelity and Evaluation (Section 3.15)

Whereas divisions have local control in program design, the following tools for DL/I program evaluation may be helpful.

- Principles of Effective World Language Programs from the National Association of District Supervisors of Foreign Languages (NADSFL) is divided into four interconnected facets that address program effectiveness: Program Design; Curriculum; Assessment; and Teacher Effectiveness.

  Each facet includes the characteristics of an ideal world language program, as well as recommended leadership behaviors and resources to build and sustain an effective World Language program at the school or district level. The tool also includes links to language organizations and examples from a variety of language programs for comparison, discussion, and future planning.

  This document is available for download at https://nadsfl.org/wp-content/uploads/2018/02/NADSFL_EffectiveProgramPrinciples-2-23-18-on-17-pages.pdf

- Guiding Principles for Dual Language Education, from the Center for Applied Linguistics (CAL), highlights the core principles of DL/I education and serves as a resource for self-reflection and evaluation with progress indicators for the varying levels of program alignment to CAL standards. The Guiding Principles for Dual Language Education is organized into seven strands for evaluation: Program Structure; Curriculum; Instruction; Assessment and Accountability; Staff Quality and Professional learning; Family and Community; and Support and Resources.

  Each strand offers a review of relevant research and best practices, as well as alignment principles and program progress indicators. This information can be incorporated into training for program evaluators or into professional learning for educators, as part of the ongoing work to improve a local DL/I program. The Guiding Principles for Dual Language Education have traditionally been focused on two-way Spanish DL/I programs; however, other DL/I program models can adapt this tool and align to their offerings.

  This document is available for download at http://www.cal.org/resource-center-/publications-products/guiding-principles-3

- The Dual Language Program Planner: A Guide for Designing and Implementing Dual Language by Howard, Olague, and Rogers, 2003 is recommended by CAL for programs in early planning stages.

  This document is available for download at https://files.eric.ed.gov/fulltext/ED473083.pdf

APPENDIX E

Curriculum and Instruction (Section 3.17)

Culturally Responsive Teaching

Culturally Responsive Teaching (CRT) is intentional activation, connection, and affirmation of the life experiences and narratives of students and families into the classroom curriculum. *Biography-Driven Culturally Responsive Instruction* (Herrera, 2016) provides comprehensive strategies for incorporating CRT practices in the DL/I classroom.

- Identify a collection of culturally linguistically diverse teaching materials, incorporating authentic texts rather than translations. Text translations do not always reflect the intended use of language.

- Examine linguistic equity in terms of language use and language policy implemented at both the school and school division level. For example, how is the partner language represented in the school environment (e.g., signs, books, newsletters, morning announcements, PTA meetings)?

- Implement study sessions to analyze lesson plans and classroom materials. DL/I teachers and administrators should be able to see how their biliterate curriculum aligns with the school division's overarching curriculum.

Safe Learning Environment

Establishing a safe and welcoming learning environment will help lower students' affective filters. **"**The affective filter is a metaphor that describes a learner's attitudes that affect the relative success of second language acquisition. Negative feelings such as lack of motivation, lack of self-confidence and learning anxiety act as filters that hinder and obstruct language learning" (Colorín Colorado). To learn more about lowering a student's affective filter, and therefore increase the chances for language learning and student engagement, visit www.colorincolorado.org, a bilingual site for educators and families of ELs.

APPENDIX F

Curriculum and Instruction (Section 3.17)

Preparing a Language-Rich Physical Learning Environment

Providing a language-rich physical environment is critical in DL/I classrooms. The physical space should be engaging and supportive of instruction. Additionally, to support language development in the respective English or partner language space, it is important that only one language be posted at a time. Visible printed resources should encourage negotiation of meaning and connecting to the partner language while maintaining cognitive rigor.

Supporting a language and literacy focus in the physical space depends on the grade level and the subjects taught in each language. The following examples are based on a classroom where math is taught in the partner language:

- English space: Posters for the alphabet, vowels, long vowel patterns, and r controlled vowels; a well-organized and labeled library with big books, audiobooks, and book boxes for students; a student birthday calendar; a word wall and labels on classroom items; and any other items that will help students learn language and content.

- Partner language: Posters for the alphabet, colors, shapes, numbers 1-20 with words, numbers 100-120, and numbers counting by tens and hundreds up to 1000; student work; anchor charts for reading; calendar with seasons, months and days; straws to count school days; a well-organized and labeled library with big books, audiobooks, and book boxes for students; a student birthday calendar; a word wall and labels on classroom items; and any other items that will help students learn language and content.

- Both languages: Similar or the same classroom management tools, such as classroom rules, classroom jobs, and behavior tools.

Crosslinguistic Pedagogy and Metalanguage

Crosslinguistic pedagogy and its strategies for biliteracy development, language awareness, and the development of intercultural competence can be used in DL/I classrooms. “These types of crosslinguistic connections…serve to promote students’ metalinguistic and crosslinguistic awareness by enhancing their ability to detect similarities and differences in patterns across languages” (Ballinger et al., 2017).

One way to support cross-linguistic pedagogy is modeling **metalinguistic strategies**. Metalanguage is thinking and talking about language, and in the case of biliteracy, understanding the relationships between and within languages (Escamilla et al., 2014). Metalinguistic strategies include the ability to analyze, identify and manipulate language forms and the ability to analyze sounds, symbols, grammar, vocabulary, and language structures between languages. The study of metalanguage allows students to compare and contrast their learned languages to self-extend their bilingualism. Examples of modeling metalinguistic strategies include the following:

- **Cross language connection** is the ability to use one language to analyze and understand a second language. Cross-language connections enable children to develop metacognitive abilities and knowledge about their two languages and how they are the same and different (Escamilla et al., 2014). The concept of cross language connections recommends teaching an explicit awareness of linguistic forms and structure, separate from content. This is essential to literacy and biliteracy development. An effective method of implementing cross language connections in the classroom is for students to work in pairs or groups to compare languages together.

- **Cognate instruction** helps students identify words in different languages that share a root in similar spelling, meaning and pronunciation. Cognate instruction as a strategy that best works in alphabetical languages, such as those with Germanic and Latin roots, since they have similar language families to English. Other languages may have borrowed words that sound the same or are identical in English, such as food items. Students should be taught to notice false cognates, which are words that look similar in both languages but have different meanings. Cognate instruction supports teaching for language transfer and analysis.

- Cognates should be taught in meaningful contexts, not memorized. As students often fail to notice cognate pairs even when they appear to be transparent, teachers can show explicitly how these words are used across languages. One strategy is to use color-coding to differentiate languages and highlight differences in spelling. Learning about cognates helps students read and write higher tiered vocabulary words and strengthens reading comprehension in both English and partner language academic texts.

- **Bridging** occurs when DL/I teachers bring both languages together and guide student awareness of the language skills that can be transferred across both languages (Beeman and Urow, 2013). DL/I teachers should develop units where students are encouraged to explore both content and language development, and should create linguistic learning spaces in the classroom to facilitate bridging practices. These linguistic learning spaces should be purposely planned during instruction so that students are able to make linguistic connections within the context of the content they are currently learning. For example, Project Based Learning opportunities offer a comprehensive approach to collaborate on units of study that utilize bridging.

- **Bilingual or dual language books** offer the same story in two languages, but are not direct translations. These books promote children's cultural awareness of their own and other cultures, which improves literacy achievements in a student's native language as well as English. Bilingual books provide opportunities for parents and students to use their knowledge of their first language and apply it to their second.

- In the classroom, the use of bilingual books allows teachers to show students explicitly how to make use of both their languages to comprehend and create texts. These books serve as mentor texts for capitalizing on linguistic advantages and anchors to connect languages and literacy. As opposed to giving concurrent translations, bilingual books should be used to deepen conceptual knowledge and build literacy skills.

Translanguaging

DL/I research is currently inconclusive on the possible benefits of translanguaging. Translanguaging in transitional bilingual programs is a theory that suggests emergent bilinguals have one language system which is used openly (Garcia et al., 2017). That is, if a student speaks more than one language, all of their languages form part of a system that they can tap into to make meaning. The language repertoire a student uses can interchange often to convey specific meaning in any given moment. Translanguaging often requires a hybrid and flexible space, where it is understood that this process allows emergent bilinguals to communicate more productively. "A translanguaging lens posits that bilinguals have one linguistic repertoire from which they select features strategically to communicate effectively" (Garcia and Wei, 2014).

Translanguaging practices are for negotiating meaning, to establish procedural knowledge and even to joke, tease and play. Translanguaging is a strength and is also a linguistic fund of knowledge that bilinguals tap into for communication (Smith, 2002).

For ELs who are fully proficient bilinguals, "translanguaging", or the use of all the linguistic resources available to them with no artificial separation of languages, may be an appropriate instructional strategy (García and Wei, 2014; Howard et al., 2018). However, for students just beginning DL/I programs, effective instruction requires strict separation of languages. Educators note that using both languages concurrently is effectively direct translation, and students quickly learn to tune out their second language knowing that material will be repeated in their dominant language (Collier and Thomas, 2012).

APPENDIX G

Family Communication and Engagement (Section 3.23)

Families are crucial partners in children's education. It is vital that teachers nurture familial partnerships through clear communication, seeking out and honoring families' assets, and inviting families into the classroom in meaningful and productive ways.

Relationship Building

In order to demonstrate a genuine interest in engaging with families, teachers can actively seek out families' funds of knowledge. This may include surveying families to learn about the skills and talents they possess, having students interview their families and report back to the class, or asking families about their skills and talents during family conferences.

An additional way to learn about families is by conducting relationship-building home visits with families. These visits—generally 20-25 minutes per family—can serve multiple purposes, such as building trust, since families see that teachers are willing to take the time to get to know them; allowing teachers to learn about families' assets by specifically asking about family traditions, activities, and histories; and allowing teachers opportunities to overcome their biases about families who are different from them (Lin and Bates, 2010).

Classroom Participation

Inviting families to participate in meaningful ways in the classroom can enhance the curriculum and build relationships between home and school and among the various families in the class. Teachers can create curricular units that allow families to share their skills and talents, or use known information about families' skills and talents to inform curriculum and classroom community-building. For example, invite families who have gardens or work in agriculture to support a unit on plants; ask families to cook with students; or invite families to share their professions with students. These types of inclusive activities can be more meaningful than simply having families help with administrative tasks in the classroom or provide snacks.

Volunteers need access to thoughtful training, opportunities to learn as much as possible about the classroom and the school, to be treated as coworkers and recognized for their contributions, and to have a part in planning and decision-making (Grant and Ray, 2018). While it is important to invite families to volunteer in the classroom, it is also important to acknowledge that some families will not be able to participate for various reasons; this does not mean that families do not care about their children.

Opportunities for Family Involvement

Schools can support family involvement with six types of opportunities: (1) support with parenting; (2) support with communicating; (3) opportunities for volunteering; (4) opportunities to align learning at home with learning and school; (5) opportunities for meaningful decision making within schools; and (6) opportunities for collaborating with the school community and the community more broadly (Epstein, 1995).

Many schools or programs host families for a variety of events, both DL/I-specific and schoolwide. School-based family events serve a variety of purposes, including empowering families to engage with children's learning at home, as pedagogy has undergone significant shifts since parents were in elementary schools; building community among and between families; and celebrating children's and teachers' work and accomplishments. While these events are time-intensive, they are also important for relationship-building and trust-building between families and schools. Family events might include math nights, literacy carnivals, cultural celebrations, academic portfolio nights, or career nights (Grant and Ray, 2018; Kyle et al., 2006).

Parent Organizations

Given that parent organizations often host family events, DL/I representation in the PTO/PTA ensures that all families' languages and cultures are being honored and that the program has a voice in the larger school community. As in the classroom, all materials and meetings should be translated into the partner language and home languages. Families of all backgrounds should have a say in planning and implementing programming, and events should take into account childcare and inclusivity, such as dietary preferences or restrictions, or norms around competition or cooperation. Creating opportunities for families from different cultural, linguistic, and socioeconomic backgrounds to engage productively and build genuine community with each other will strengthen the DL/I program and the school as a whole.

APPENDIX H

Topics for Further Research

Schools implementing DL/I programs may consider further research on the following topics, as well as additional DL/I research from authors in the References section.

- Additional models of DL/I education for multilingual learners.

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

The definition of "native language" in research from the world language and second language acquisition field.

The role of academic literacy in both the school setting and in lifelong learning.

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