



**TECA Dual Language Program Agreements
Established 2019**

	Schoolwide:	Dual Language Program:
Commitment to staying in Target Language		
Only assigned students “Language Ambassadors” will be able to use the L2 when other students do not understand the TL		
All bilingual staff will make an effort to speak Spanish in public places, especially if they need to go into a classroom where the students are being instructed in the TL. The teacher MUST NOT change the instruction language. <i>*publicize and notify all staff</i>		
No code switching in the classroom - teachers need to refrain from breaking code with students during their instruction and personal conversations with students in the classroom and school site.		
Schedules		
Clearly written schedules that protect the Spanish time. Spanish is taught every single day.		
Schedule Spanish in the morning whenever it’s possible and/or alternate time of language instruction at the predetermined time of year.		
Try to find special teachers, substitute teachers, teacher’s aides who support Spanish schedules.		
Honoring Spanish/English Time		
English and Spanish are separated by time of day, content area, teacher, or location.		
Teachers adhere to the target language being taught, no of code switching in front of students.		
Student and adult language ambassadors can serve as translators in case of a student issue		



Announcements and Assemblies (Public Language Use)		
Announcements will be done in English and in Spanish.		
Planning of events /meetings must include interpretation. Spanish to English and English to Spanish should take place and alternate in all events. *think about semantics and rephrase?		
Any written information provided from school should be given in both languages, English and Spanish.		
Expectations of Students		
Speak Spanish or English during designated instruction time		
Support students use of the target language even when they struggle to make themselves understood; use negotiation of meaning strategies.		
Students may serve as interpreters when serving as a language ambassador in supportive partnerships		
Expectations of Families		
Families will be educated about commitment to the program and given a comprehensive orientation before enrollment and annually.		
Homework will be in target language; homework directions will be bilingual for parents in the other language.		
Families will be invited to attend parent-teacher conferences. Conferences will always be available in both languages. For K-2 teachers should stay in the target language for a student conference; for 3rd grade and up teachers may speak the non-target language.		
Expectations of Colleagues		
All staff should be made cognizant of not disrupting the language environment when entering a Spanish language classroom or speaking with a Spanish language teacher in front of his/her		



students. Use of agreed upon signals to communicate with the teacher: notes, conversations at the door, gestures, etc.		
Monthly planning sessions to vertically align the program among Spanish teachers and Spanish staff.		
Monthly planning sessions to ensure cross-grade-level collaboration in all grade level activities, projects, special events and units of study. etc.		
Progress Monitoring/Assessments in Both Languages		
Standardized tests both in English and in Spanish (such as MAP or CAASPP).		
RTI & SPED in both languages.		
Monthly local formative assessment in both languages.		
Dual Language Program screener (informal) for all students entering after 1st grade to determine entry and correct placement into the program.		
Use of Visual and Graphic Organizers		
Teachers will support content learning with use of visual and graphic organizers.		
Visual and graphic organizers should be coordinated across language and grade levels (TK-8).		
Agreements for Partner Teachers		
Partner teachers will coordinate instruction and common learning tools in a way that helps to transfer understanding without directly translating each other's work.		
Time is set aside weekly to meet and plan with partner teacher.		
Teachers will support each other with restorative conversations and student concerns		