



Analysis of Eight Critical Components of Dual Language Immersion Programs
TECA's Dual Language Program Evaluation

Critical Components	Current Model	Next Steps
Instructional design promotes bilingualism, biliteracy and achievement	<ul style="list-style-type: none"> • Core instructional content divided 50:50 for LA, Science, Social Studies, Math • Access to core curriculum materials and resources in Spanish and English for most content areas • Access to supplemental resources • Some access and use of formative assessment materials in Spanish • Some Spanish in EO program • Expanding into MS 	<ul style="list-style-type: none"> • Review and revise model by engaging multiple stakeholders to increase Spanish instructional minutes • Work with publishers and focus on Spanish materials in future adoption cycles • Build out supplemental resources with authentic Spanish language materials • Implement state standards test in Spanish & benchmark assessment system • Master scheduling and staffing for Spanish instruction and intervention
Raising the status of the target language	<ul style="list-style-type: none"> • Bilingual staff with high levels of proficiency • Displays and posters for events in both languages • Some signage in both languages • Some announcements in both language 	<ul style="list-style-type: none"> • Develop public language use agreements • Designated staff to support with translation and interpretation • Work with district leadership to plan for funding to promote Spanish language • Biliteracy awards
Leadership and support	<ul style="list-style-type: none"> • Range of knowledge in terms of bilingual programming • Passionate and dedicated leadership, district and board • Leadership at all levels aligned to model and vision for DLP 	<ul style="list-style-type: none"> • Include stakeholders in existing structures for professional learning • Develop budget with district office and advocate with BOE to support needs of multiple strands • Leadership to reinforce, monitor and maintain fidelity to instructional model
Quality of the instructional staff and professional training	<ul style="list-style-type: none"> • Native and Native-like speakers • Structures and supports for professional development • Willingness and drive of teachers and staff to engage in professional learning, especially DLP 	<ul style="list-style-type: none"> • Introduce cyclical data-based driven professional learning cycle with teacher input • Create and get buy in for expectations, structures and outcomes for professional learning

		<ul style="list-style-type: none"> • Access PD through ATDLE and create ECPLCs/DL team meetings
Positive reciprocal instructional climate	<ul style="list-style-type: none"> • Ample opportunities for students to engage in reciprocal teaching and learning with peers and staff 	<ul style="list-style-type: none"> • Training for teacher in academic language development • Develop common agreements for language use expectations and motivation • Develop an approach where English dominant students are language models for ELs during ALD
Separate language blocks	<ul style="list-style-type: none"> • Language blocks are separated by natural breaks in day • Schedules are not compromised to the extent possible • Instruction in both languages daily 	<ul style="list-style-type: none"> • Review and revise the language allocation charts • Flip English/Spanish in the daily schedule throughout the year • Schedule special events equitably and make sure to access target language options
Linguistically balanced classrooms	<ul style="list-style-type: none"> • Shift in demographics lead to more balance from Latino dominant program • Classes balanced post lottery and offer 	<ul style="list-style-type: none"> • Develop and implement an enrollment policy and procedure that will result in balanced classrooms
Home-school collaboration	<ul style="list-style-type: none"> • PTA, ELAC, AAPAC, SSC • All in conversation and show interest in language learning • Opportunities for engagement in classrooms • Regular community meetings 	<ul style="list-style-type: none"> • Develop protocols and procedures for sharing across groups • Parent education series – in groups, cross-groups, whole school • Combine language component to all the community events