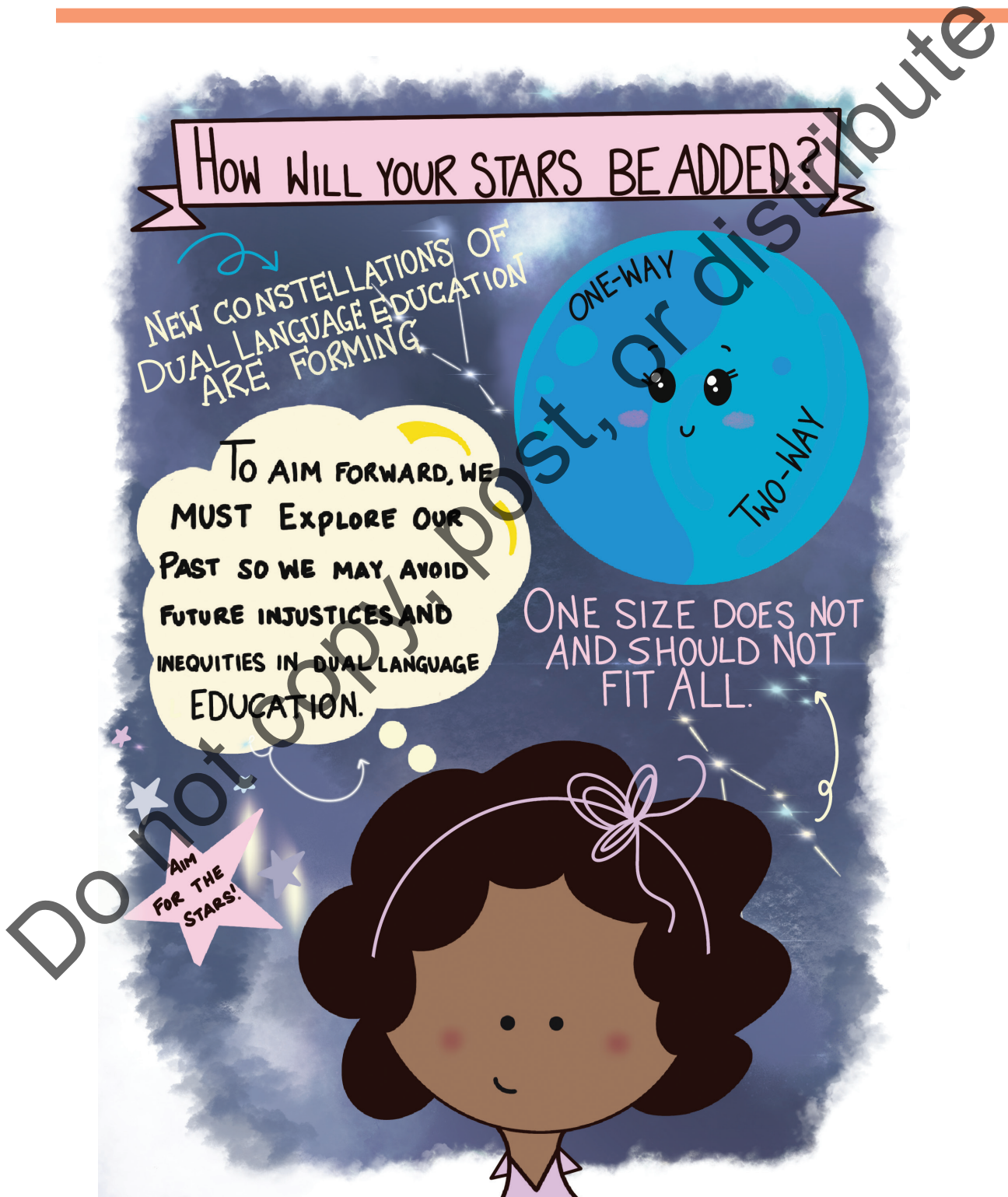


Foundations of Dual Language Programs

2



“All instruction is culturally responsive. The question is: to which culture is it currently oriented?”

—Gloria Ladson-Billings

MISSION CONTROL



Chapter 2 is designed to help you gain insight into some foundations of dual language pedagogies as you learn more about the importance of enhancing collaboration within the dual language approach. To begin, let's take a closer look at some history of dual language instruction, what those of us in the field are currently experiencing, where we're heading in the future, and why collaboration is so important for progress. Each part of Chapter 2 will guide you to make direct connections to collaboration in your own programs.

The fundamental goals of Chapter 2 are to:

1. Illustrate essential historical elements of dual language and bilingual education in the United States
2. Describe the role of collaboration across dual language program types and structures
3. Explore the ways in which teacher partnerships contribute to the benefits of dual language education
4. Establish a pathway to building capacity for collaboration in your dual language program

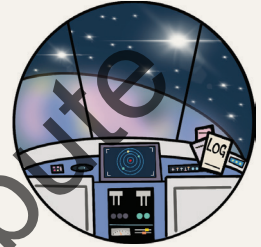
As we monitor the conditions and progress of numerous dual language programs that are well into their journeys, we can probably agree right away that not all “launched” dual language programs are created alike. In fact, your mission's context makes your dual language program unique from any others—even though it's built on a framework of dual language program structures that may be like others. One size does not and should not fit all. Every mission has its own goals—its own flight plan. In Chapter 2, we will explore some collaborative programs to guide you toward creating strategically built-in spaces for collaboration in your dual language program. In addition to sharing these examples with you, we will provide you with ways to develop your own insight as to *where* your programs reside, *whom* they are intended to serve, and *what* you will need to increase collaboration in your context. Even though there is great variation between program types, more than four decades of research have identified four nonnegotiable pillars of effective dual language programs. The first guiding message from Mission Control—whether it's a pre-flight check or an in-flight check—is to invite you to *free-write* some of your ideas about your own program's pillars of:

1. Bilingualism and biliteracy
2. Grade-level academic achievement

- 3. Sociocultural competence
- 4. Critical consciousness

In the space provided, note your interpretations of the four pillars of dual language education, whether they relate to a program you’re in or one you’re about to develop. Bear in mind that you will elaborate on each of these pillars in the latter half of this chapter—so there are no wrong answers here. For now, approach the reflection to freely write your creative ideas and thoughts.

CAPTAIN'S LOG



- 1. Bilingualism and biliteracy

- 2. Grade-level academic achievement

- 3. Sociocultural competence

- 4. Critical consciousness

While we recognize that the majority of the dual language programs in the United States are Spanish–English programs, there is vast diversity across the United States and the world regarding dual language program structures to include 30+ partner languages (Park et al., 2018). We believe you will help us further recognize the splendid cultural, linguistic, socioeconomic, racial, and ethnic diversity of multilingual learners in dual language education by reading this book and continuing your work. We begin the exploration by first aiming our telescopes to gain insight into the importance of collaboration in dual language education from some very specific points of focus. In the next section, we showcase two siblings’ experiences in elementary programs. By sharing these composite vignettes that express the benefits of collaboration in elementary dual language programs, we hope to guide you to think vertically, boosting the importance of growing secondary programs. We also invite you to consider these stories through your own lenses and to explore how they might influence your current practices—especially with regard to the role of the English language development (ELD) teacher in the collaboration.

EXPLORATION



Through the Students' Eyes

Milagros and Michael, who are siblings, are both originally from Mexico and living in Chula Vista, California. They moved to the United States when Milagros was in pre-school and Michael was in kindergarten, both fully fluent in Spanish. In the school district where they lived, Michael was placed in a transitional bilingual program and received two years of bilingual support in Spanish and was then transitioned to a fully English-speaking environment after completing the second grade. By the time Milagros began kindergarten, the transitional bilingual program had changed to a dual language program, and her mother enthusiastically enrolled her. Here are some things they described about their experiences from what they remembered once they got to secondary school:

Michael: *When I started school in California, I spoke Spanish at home. I knew some English from watching TV and seeing movies and listening to some songs. I had some English in school too before we moved to the United States, and I was learning to read and write in Spanish in Mexico. I felt okay going to school because most of the day in the beginning was in Spanish. I learned to read and write some more in Spanish and started to add English. It was a good thing for me in the beginning because I didn't feel so lost at school. School was really different in California than in Mexico, so I felt more comfortable knowing at least I could talk and listen and understand my classmates and teachers. After the second grade I started to be in school with all English all the time. It felt so hard for me—like it was too big of a jump too quickly. I felt forced sometimes to hold back my thinking and writing in Spanish, and I didn't like that. There were many times when I knew the answers to questions and problems but I didn't know how to write them in English, so I just didn't write. I had an ELD teacher who came to work with me a lot, sometimes by myself and sometimes with some other kids. Most of the time she stayed with us in the class, but if we needed extra help, she would pull us out to a smaller room. I still think in Spanish and English and find it more helpful to do that. I wish I could have been in school with some English and some Spanish to keep both languages all the time, so I don't feel like I have to split myself into two parts—Spanish at home and English at school. That doesn't seem to fit the way I think or live.*

Milagros: *When I started kindergarten, I spoke Spanish most of the time. The teachers were helping me learn to read and write in Spanish and then again in English, which was not the same. When my teachers explained how Spanish works and how English works, it helped me to think about each language and then think about them together, because some things in Spanish are the same as English but other things are different. I remember feeling more comfortable because my teachers encouraged me to speak and write in Spanish in class, just like I did at home. I also had an ELD teacher who came to my class and worked together with my other teachers, and that was good. They would teach us similar things but one more in Spanish and the other more in English, and*

that helped me think about things a lot more. I wanted to stay in my class, so I liked that she [the ELD teacher] came to us. Some of my friends at school speak English at home, and that was totally fun because they would ask me all the time to help them with their Spanish. I remember we worked together a lot in class. We had lots of activities where we solved math problems together, and we also helped each other write sometimes. I am now in the seventh grade, still at the same school, because we go there until we finish eighth grade. From about the fourth grade on, we had a schedule with a half day in Spanish and a half day in English. I will go to high school next year, and it will all be in English. I really wish I could keep doing half Spanish and half English all the way until I graduate.

Now that you have met Milagros and Michael, let's take a few moments to reflect on what they expressed.

1. What are some ways you believe Milagros's experience in a dual language program was more beneficial than Michael's experience?

2. What did you notice about the role of the ELD teacher? What did you notice about what was inferred regarding collaboration between the ELD teacher and the dual language classroom teacher?

CAPTAIN'S LOG



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Through the Educators' Eyes

Here is a composite vignette from Milagros's former kindergarten teacher, who represents so many of the dual language teachers in U.S. schools. The dual language teacher who worked with Milagros in her classroom is fully bilingual and biliterate in both program languages of Spanish and English.

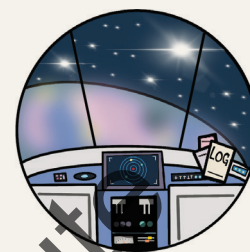
My name is Rosa, and I am originally from Puerto Rico. I moved to the States when I was in middle school, and I was an ESL student [that's what they called us at the time—learners of “English as a second language”], in a pullout setting, until I got to high school. I remember all too well that I was in a “sink or swim” situation in all my classes. I knew that I wanted to become a kindergarten teacher in a dual language classroom because I wanted to help students become multilingual rather than giving up Spanish to become “fluent” in English. Even though I am the teacher of record in the class, I want to be sure people know I could not provide the same high-quality instruction without collaborating with the ELD teacher and the bilingual teacher's aide. I remember having Milagros in class several years ago when my colleagues and I were really working out our strategic collaboration schedule. It was a little different then, but not much. We learned over time that we can make things work well when we meet once a week for 90 minutes during a common planning time to co-design lessons and activities. We talk about who will be helping which students during the lessons and what those kids' specific needs are for developing biliteracy—and making connections to the lesson's content topic. We discuss formative assessments and making sure students are given as much access to complex thinking tasks as possible and what student work we can save to show as artifacts for progression in both languages. We look closely at the materials we have and what needs to be tweaked so things line up with our kids' cultural backgrounds. We plan for times when my bilingual aide can help the students as emerging writers in Spanish while the ELD teacher works with a small group as emerging writers in English. We make sure all of us are working with a small group of students on a similar topic with similar language goals, sometimes in Spanish and sometimes in English according to the 90/10 language allocation plan at my school. In other words, 90% of the instructional day is dedicated to one language, and 10% to the other.

Here's a more specific example of something we planned to coordinate an activity for a math lesson. First, we had the students working in small groups to solve math problems together. We gave them realia and structured conversation cards to be sure they all explained their thinking processes to each other. They had to decide on collective answers. They would then explain their thinking and their answers to another small group. We targeted them as emerging writers to “show their work” with numbers in their math journals, and they could write together. They could also draw pictures to help.

Another important thing is that once a month we talk about what these things are doing to help the students build the skills and language they will need in first grade. Once a quarter we meet with the first-grade teachers for a 45-minute working lunch together in our classroom (we're excused from lunch and hall duty that day). We show each other unit plans, and sometimes we discuss certain kids and their needs. We want to be sure our students stay in our school at least through the eighth grade—like Milagros. And we all wish we had a dual language high school for them to go to after that.

The research is clear: Given the opportunity to engage in productive struggle with complex topics while freely drawing from both program languages, multilingual learners stand to benefit in school and in life. The positive impacts of critical thinking for biliteracy development are undeniable. Another common myth about language acquisition has also been debunked: Use of the home language does not impede learning other languages. Furthermore, multilingual learners are too often denied opportunities (Genesee et al., 2006; Walqui et al., 2010) to draw from their home language to advance academic mastery. Let's think about how collaborative processes extend the overall benefits of dual language, including the specifics of students' access to complex thinking for multilingual development.

CAPTAIN'S LOG



1. What stands out to you about the collaborative practices of these three educators—the classroom teacher, ELD teacher, and bilingual teacher's aide?

2. What did you notice about the things they did regarding students' use of complex thinking skills within their collaboration?

WHAT PRACTITIONERS SAY

The research is clear that dual language programs benefit all students (Thomas & Collier, 2014). Research also confirms that collaboration and co-teaching improve the instructional cycle to better support all students' academic gains—especially with language learners (Dove & Honigsfeld, 2020b; Greenberg Motamedi et al., 2019). For these reasons, does it make sense to weave collaboration into dual language instruction and program design? We say yes! In Chapter 1, we shared a segment of our interview with Virginia Collier and Wayne Thomas that showcased the importance of dual language education. In this next segment, they share their viewpoints on equity and collaboration in dual language programs.

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Dual language education is for everyone—for all students! This also means that teaching in dual language classes is the most challenging assignment of any in education. And yet the teachers can do it! That said, it's challenging to create interactive lessons for the diverse groups of learners coming together for the nonnegotiable of heterogeneous learning. It's also the most exciting environment for learning. Dual language learners as multilingual students are diverse in multiple ways beyond ethnicity—including socioeconomic, academic, language, and cultural backgrounds. We strongly encourage equity and heterogeneity, and that means collaboration among teachers and students. This is a historic issue. Not everyone agrees about diversity in the classroom, and sometimes even teachers struggle with being enthusiastic about teaching in very diverse situations—because it's really hard—but with very rewarding outcomes! That's why collaboration is so critically important, especially in dual language programs.

As you reflect on the benefits and challenges of working in a diverse classroom, what are some of your own personal thoughts and ideas? How would you describe to others why you are an advocate for equity and diversity in dual language education?

WHAT PRACTITIONERS SAY

Parallel to the research on the benefits of collaboration in dual language education, Alma G. Rocha, principal in the Freeport Public Schools in New York, shares her viewpoints on how essential collaboration is for the teachers and the program. She also emphasizes the importance of co-planning (see Chapter 3):

In the Freeport school district, the dual language program is not only a way to meet the state criteria to serve students who speak a language other than English, but it serves the community in two important ways. It is a lifeline for Spanish speakers learning English and an enrichment opportunity for English speakers also learning a new language, which is Spanish. It gives all participating students the opportunity to become bilingual and biliterate. Collaboration among teachers is the determinant for the program to succeed. Teachers in the dual language program invest countless hours of planning together in order to maximize their impact. Every minute counts. The time they spend teaching equals the amount of time they spend planning in two languages. Teachers have to make sure dual language students follow the same pacing guides and curriculum maps in addition to participating in the same assessments (in two languages) as any kindergartener in the district.

Dr. Rocha emphasizes the importance of investing time in planning. How can school leaders ensure the success of collaborative planning in addition to allocating time for it?

Since the benefits of dual language are already extraordinary, we see collaboration as the ideal way for you to add some *booster engines* to your missions—to keep you and your students moving forward. Let's shift our focus to the first of our goals: *illustrate some historical elements of dual language and bilingual education in the United States*. Some readers may question the need for a history lesson in the context of a professional development book. Quite simply, we believe that in order for us to aim forward with equity at the core of our practices, we must explore our past so that we may avoid future injustices and inequities in dual language education. Unfortunately, the turbulent history of bilingual education in the United States includes significant layers of systemic oppression, injustice, and discrimination. Our goal, in the following section, is to portray this history in an authentic manner so that we may learn and transform our futures.

Exploring the Past: A Brief Overview of the History of Dual Language and Bilingual Education in the United States

In truth, while we are a nation of tremendous linguistic and cultural diversity, we have endured deep struggles to provide access to a quality education to our nation's multilingual learners for far too many decades. Oftentimes, the struggles resulted in *English-only* state-level policies that were antithetical to findings in the research on teaching multilingual learners and, ultimately, harmful to children. Those who have worked in the field of education are well aware of the pendulum swings and policy shifts that impact all levels of education systems from boardrooms to classrooms. And, unfortunately, we know too well that educator policies often ignore current developments in research and practice and, instead, are frequently politically driven.

Historically, school districts across the United States established bilingual programs for varying reasons. Transitional bilingual programs were created as a temporary means to transition Spanish-dominant students into English language proficiency. While these efforts were framed as beneficial to multilingual children at the onset, such programs were subtractive (extinguishing the student's home language), rather than additive (sustaining the home language and using it as a leverage point for English language development and academic content mastery) (García, 2014; García & Woodley, 2015). Ofelia García and Heather Homonoff Woodley (2015) explain dynamic bilingualism as follows:

[B]ilingual school programs acknowledge that the children hold different degrees of bilingualism because their families speak different languages or because they have lived and worked across national contexts. The bilingualism of these children also cannot be simply added or subtracted whole, since their language practices are already multiple, non-linear, and complex when they come into school. (p. 135)

The United States is unique in its stubborn adherence to monolingualism. For many generations of students, English-only education was the sole option. English was the language of cultural power, and students were expected to *get up to speed* in their

English language development with minimal supports (García, 2009, 2014). When materials in languages other than English were introduced, they were seen as temporary scaffolds on the pathway to exclusive dominance of English. Similarly, most assessments were conducted in English only (Gottlieb, 2021), which provided teachers with limited insights into student learning, let alone their funds of knowledge (Moll et al., 1992). Rather than valuing the goals of multilingualism or affirming the benefits of culturally and linguistically sustaining practices, the goal of English-only instruction has been to produce monolingual students at the expense of their home languages and cultural identities.

Review Figure 2.1 to get a feel for some of the key enactments and their impacts on the use of languages other than English in our schools. As you do this, think about the possible cultural climates you sense may have influenced some of these enactments. Be sure to note things that surprise you, the enactments that may explain instructional patterns you continue to notice in your own setting, and the potential impacts they have on collaborative practices.

Figure 2.1 A Historical Snapshot of Important Legislation, Enactments, and Policy Trends

ENACTMENTS	SUMMARY	IMPACT ON THE USE OF LANGUAGES OTHER THAN ENGLISH IN U.S. SCHOOLS
Supreme Court Decisions		
<i>Interpretation of the Fourteenth Amendment</i>		
<i>Hernandez v. Texas</i> (1954)	<p>Señor Pete Hernandez was sentenced to life imprisonment after being tried by an all-white jury and convicted of murder. Señor Hernandez claimed that the trial was discriminatory, indicating that Mexican Americans were barred from the jury.</p> <p>“Purposeful exclusion” was unanimously determined, violating the <i>Equal Protection Clause</i> of the Fourteenth Amendment. Mexican Americans were viewed as a “special class” entitled to equal protection under the Fourteenth Amendment.</p>	<p>Mexican Americans were protected under the Fourteenth Amendment, aiming to ensure that every legal advancement for one ethnic minority group was a protective win for all.</p>
<i>Interpretations of the Fourteenth Amendment: Civil Rights Act of 1964</i>		
<i>Lau v. Nichols</i> (1974)	<p>The San Francisco school system desegregated in 1971, which resulted in nearly 3,000 Chinese students who needed support in English being integrated back into the schools. Only one-third were provided language development support, which was</p>	<p>The <i>Lau v. Nichols</i> case resulted in a unanimous decision in favor of bilingual instruction as a means of helping English learners enhance their proficiency. The case made it easier for students whose home language was not English to access education.</p>

ENACTMENTS	SUMMARY	IMPACT ON THE USE OF LANGUAGES OTHER THAN ENGLISH IN U.S. SCHOOLS
	found to be a violation of the Fourteenth Amendment and the Civil Rights Act.	Some believe, however, that the Supreme Court did not fully resolve the issue given that school districts were left to interpret the ruling for their own means of implementation.
<i>Castañeda v. Pickard</i> (1981)	<p>Mexican American students and their parents stated that the Raymondville (Texas) Independent School District (RISD) discriminated against them because of their ethnicity. They claimed that schools were segregated using racially and ethnically biased grouping methods. According to the <i>Lau v. Nichols</i> judgment, school districts were compelled to provide bilingual instruction, but there was no means to assess the school's approach.</p> <p>Initially, the court ruled in favor of the defendant on August 17, 1978, noting that the district had not infringed on any of the plaintiff's constitutional or statutory rights. However, the ruling was appealed in 1981 and eventually decided in favor of the plaintiff.</p>	<p>As a result, districts' plans for English learners must be:</p> <ol style="list-style-type: none"> 1. Based on "a sound educational theory" 2. "Implemented effectively," with adequate resources and personnel 3. Evaluated as effective in overcoming language barriers
<i>Plyler v. Doe</i> (1982)	Texas education laws were changed in 1975, allowing the state to withhold state funds from local school systems for the education of undocumented children. In <i>Plyler v. Doe</i> , the Court ruled that although undocumented immigrants and their children are neither citizens of the United States nor citizens of Texas, they are people and thus entitled to Fourteenth Amendment protections.	<i>Plyler</i> maintained that all children, regardless of immigration status, must have equal access to education.
Federal Legislation		
NCLB (2001)	<p>No Child Left Behind (NCLB) was a reauthorization of the Elementary and Secondary Education Act (ESEA).</p> <p>States were mandated to test children in reading and math in Grades 3–8 and in high school. The legislation required that by the year 2014, all children should</p>	States were also required to set English language proficiency (ELP) standards and directly connect them to the state's academic content standards. English learners (at the time referred to as students with limited English proficiency) were included in states' accountability systems. At the time, many states

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ENACTMENTS	SUMMARY	IMPACT ON THE USE OF LANGUAGES OTHER THAN ENGLISH IN U.S. SCHOOLS
	have met or exceeded state reading and math benchmarks.	did not have specific English language development (ELD) standards, which resulted in compliance issues. The World-Class Instructional Design and Assessment (now referred to as WIDA) Consortium was developed in 2003, and states began to use the WIDA system of assessments while others developed their own ELD standards.
ESSA (2015)	The Every Student Succeeds Act (ESSA) was signed in 2015, to replace NCLB. The premise of the legislation was to give states more flexibility in how to best assess students' progress with the requirement that state report cards be disclosed.	Under ESSA, schools and districts are required to include students' English proficiency data into Title I structures for accountability purposes. ESSA included several new standards for English learner (EL) education, such as methods for identifying ELs and the use of English competence as a criterion for school quality. ESSA aimed to establish state-level consistency for standardized testing and gave schools an incentive to assess ELs in their first year of enrollment, also with options for exemption, to collect data that may be used to track future improvement.
Select Examples of State Legislation and Regulations		
Massachusetts LOOK Act of 2018	The Language Opportunity for Our Kids (LOOK) Act was unanimously passed by the Massachusetts Senate in 2018 with bipartisan support. This bill established a state Seal of Biliteracy and allowed school districts to offer bilingual programs without the requirement for waivers. It repealed the sheltered English immersion law (2002) that banned bilingual education, which stated "all public school children must be taught English by being taught all subjects in English and being placed in English language classrooms."	The LOOK Act allows school districts more options to better meet students' needs with dual language education as a promoted option to emphasize the value of bilingual students and communities. It also establishes a new Seal of Biliteracy to honor bilingual and biliterate high school graduates.
New Mexico as a bilingual state	New Mexico was the first state in the United States to have a bilingual and multicultural education law, passing the Bilingual Multicultural Education	According to New Mexico's Language and Culture Division, "Developing proficiency in two or more languages for New Mexico students has been the

ENACTMENTS	SUMMARY	IMPACT ON THE USE OF LANGUAGES OTHER THAN ENGLISH IN U.S. SCHOOLS
	Act of 1973. There is no official language of the state, whereas many others note English as the official state language.	commitment of New Mexico educators, legislators, and other government leaders since the state constitution was approved in 1911."
Texas House Bill 3 (2019)	The Texas Legislature passed House Bill 3 (HB3), a widely publicized school finance bill. Under HB3 learners participating in a dual language program receive additional basic education allotment funds.	Overall, this means that schools enrolling students in dual language programs may have additional state funding, which results in added resources to support their schools.
Washington State Transitional Bilingual Instruction Program	Started in 1979 with the most recent update in 2020, the Washington State Transitional Bilingual Instruction Program mandates school districts offer ELs transitional bilingual instruction, through either a bilingual program or an alternative program such as English as a second language.	<p>In the spring of 2021, the Washington State Board of Education adopted the National Dual Language Education Teacher Preparation Standards to oblige their use in all dual language and bilingual teacher preparation programs.</p> <p>We also recognize that Washington State is believed to be one of the first populated regions in the United States with Indigenous groups speaking more than 50 languages. The influence of language and culture remains today with the state's absence of having an official language.</p>
California Proposition 58 (2016)	Proposition 58 repealed California's prior English-only policy of Proposition 227, which had been in effect for nearly two decades.	ELs are now freed up from the requirement to attend English-only classes under Proposition 58. Schools and districts may use a variety of language assistance programs, including bilingual programs taught by teachers who are fluent in both their home language and English, and are required to include community involvement.
Arizona's current English-only stance	In 2000, Arizona passed Proposition 203. The enactment mandated that all public school instruction take place in English. Children who do not speak English fluently are usually placed in a one-year rigorous English immersion program to teach them the language as rapidly as possible while still learning academic subjects. For children who already know English, are 10 years old or	When Proposition 203 was passed in 2000, EL students could no longer receive instruction in their home language while learning English. This led to other regulations that hampered multilingual students, such as one that forced EL students to take English classes in four-hour blocks every day.

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ENACTMENTS	SUMMARY	IMPACT ON THE USE OF LANGUAGES OTHER THAN ENGLISH IN U.S. SCHOOLS
	<p>older, or have unique needs that call for a different educational method, parents may request a waiver of these requirements.</p>	<p>While the goal was to help ELs learn English, it has resulted in them missing out on other topics that are important for a well-rounded education, such as art, math, social studies, and science. It has also stopped our EL students from naturally interacting with their English-proficient peers.</p> <p>In 2018, the Arizona House of Representatives passed Senate Bill 1014, which gave districts and schools more flexibility in EL instruction.</p> <p>However, the bill stopped short of entirely repealing the state's ELD requirements.</p>

CAPTAIN'S LOG



After reading about some key historical aspects of bilingual education, we offer you an opportunity to reflect on what resonated with you.

1. What surprises you about any or all of the enactments in Figure 2.1?

2. How do you think some of bilingual education's history may influence your current setting? What are some potential impacts of the enactments on collaboration in dual language programs?

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Exploring the Present: The Role of Collaboration in High-Quality Dual Language Program Types and Structures

Now here is some good news: We've learned a great deal from research and practice on the programs that afford the most benefit to multilingual learners. In turning our attention to our second goal, we focus on the role of collaboration in programs that are described as additive and dynamic. Dual language learners in additive program structures learn grade-level, rigorous, standards-based content via two program languages. Simultaneously, the students are building multiliteracies in two languages *through* the content, which teachers believe can be extended through their strategic collaboration (Lachance, 2020). The key difference in the additive, dynamic approach is that the learners are never expected to forgo any aspect of their linguistic and cultural backgrounds while adding another via dual language learning. As we describe the benefits of collaboration and co-teaching in dual language education, we will focus on the two dual language program types we briefly mentioned in the introductory chapter:

1. Two-way dual language programs
2. One-way dual language programs

Dual language refers to an educational program design where students learn content and literacy through *two languages*. All dual language programs, regardless of the population and regardless of grade level, use both of the program's partner languages for at least 50% of the instructional day for a minimum of five years (see www.dlenm.org for more). While all programs share the goal of educating students for multilingualism, different programs have somewhat different populations of learners. Of all program types, *two-way* and *one-way* programs have the strongest longitudinal evidence of increases in bilingualism and biliteracy, overall academic gains, and significantly deepened senses of sociocultural competencies (Lindholm-Leary, 2016; Thomas & Collier, 2002).

Two-way dual language programs enroll a balance of speakers from both partner languages. Sometimes, especially in the U.S. context, these groups are referred to as *English dominant* and *partner language dominant*. Of all the program structures we describe, two-way programs demonstrate ideal successes for all students year after year (de Jong & Howard, 2009; Thomas & Collier, 2002).

One-way dual language programs are typically established for students from one language group as they represent the majority of the students (often all) in the program. The programs are considered one-way in structure since there are over 70% of students from the same language group. The students are learning content through a language other than English for at least 50% of the school day while their primary language and literacy skills are also supported. Many international programs mirror this one-way structure as the majority of the participants' home languages are other than English such as Arabic, Mandarin, Portuguese, Dutch, Spanish, and so on.

One-way (world language) immersion programs are commonly established to support speakers of English in learning languages other than English. Some programs are established with a partial one-way immersion structure to introduce aspects such as Advanced Placement language courses in high school, whereas others such as some International Baccalaureate programs may weave language development across other curricular areas such as math, science, cultural studies, and the arts. *World language immersion*, *language immersion*, or *one-way immersion* are some commonly used terms to describe this program structure, so you might be familiar with one or more of the terms based on your setting.

One-way dual language programs may be implemented in a variety of ways based on the local context and the population they serve. Whether or not these legitimate programs are considered developmental bilingual programs or single-language immersion, they are all designed for learners wishing to become fully bilingual and biliterate, and oftentimes multilingual. As we noted in Chapter 1, the linguistic richness and multidimensional home languages the students bring with them to the programs are critical assets, especially with students' development of multilingual identities.

Schools of thought on dual language implementation norms are different in the United States and internationally. In short, context plays a very important role in shaping programs' schools of thought and their implementation norms. One difference we note is regarding language-use ratios and time allocations. Some programs operate with strict language allocations such as 90/10, 80/20, 70/30, 60/40, and 50/50. Some require the ratio of the partner languages to be adjusted annually until a 50/50 ratio is achieved, starting with a 90/10 ratio. A second difference in implementation norms we note is about the use of translanguaging. Some programs embrace more contemporary language practices and encourage the pedagogy of translanguaging and simultaneous language and literacy development in the partner languages, whereas others do not. A third implementation norm where we note difference has to do with districts' departments that house dual language programs. Some programs are housed in their own, stand-alone dual language departments, others in the English as a second language or Title III department, some with the world languages department, and others with magnet programs. In all cases we emphasize the need for deliberate and consistent collaboration.

CAPTAIN'S LOG



The benefits of well-constructed two-way and one-way dual language programs are substantial for academic and sociocultural gains (Howard et al., 2018). Let's stop and reflect on what we've captured so far and make some intentional connections to collaboration.

1. Of the program types we described, which best describes your program (or the program you wish to create)? How do you believe collaboration can enhance the program?

2. What are your ideas about the importance of additive/dynamic dual language education? How will you explain this to others in a way that advocates for teacher collaboration for multilingualism?

Numerous international schools that are part of the WIDA Consortium also embrace dual language programming (<https://wida.wisc.edu/memberships/isc/members>).

WHAT PRACTITIONERS SAY

Maha Al Romaihi is the director of Tariq Bin Ziad, a pre-K–5 International Baccalaureate (IB) dual language school in Doha, Qatar, operating under the Qatar Foundation (www.qf.org.qa). She shared the following:

We are an IB school with an international curriculum. We want our students to be fluent English speakers and have more access to universities anywhere in the world when they graduate. But still, we want them to have a strong identity. And one of the most important pillars of their identity is the language of the country. Our plan is to make sure that we provide a balanced dual language program with a set of standards and a framework for Arabic as well. We have an English-speaking homeroom teacher who leads math and science instruction in English. And we have an Arabic-speaking homeroom teacher who does the Arabic language, Qatar history, and the Islamic studies, because it's mandatory in Qatar. Our teachers meet every day to preplan lessons, the curriculum coordinator works with the grade-level teachers once a week, and we regularly work together as a whole

(Continued)

(Continued)

school to look at the curriculum vertically and horizontally. All teachers make authentic connections across the content areas in both languages, and learning is happening in all subjects in an integrated, transdisciplinary way!

**What type of vertical and horizontal planning is happening in your own context?
Why are these factors important within a dual language program?**

Also see how the characteristics of an IB learner profile are displayed bilingually at the Qatar Academy Doha Primary School (Figure 2.2).

Figure 2.2 Arabic/English Banners of the IB Learner Profile



Source: Sana Alavi. Used with permission.

Collaborative Partnerships

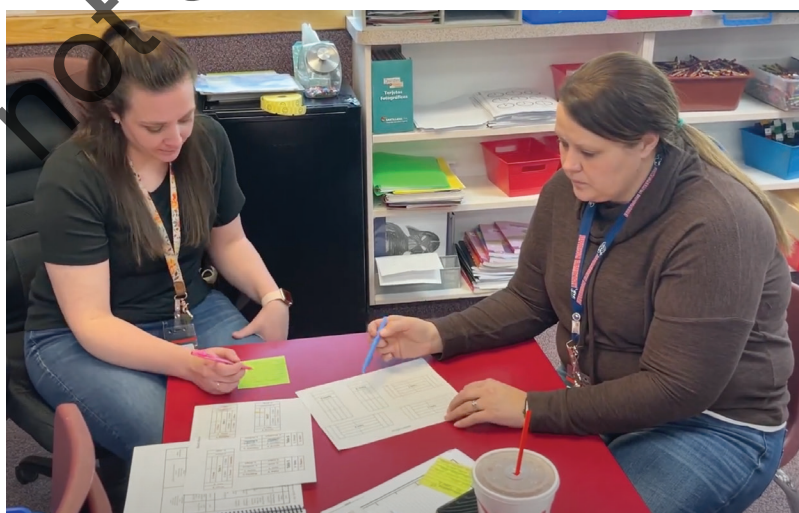
Clearly, dual language instruction is far from a “one size fits all” endeavor. Other than the foundational aspects of the *four pillars* of dual language education, there are many combinations of learners, languages, and teachers to explore. A strong rationale for the chapter’s third goal—to explore the ways in which teacher partnerships contribute to the benefits of dual language education—is evidence of the effectiveness of collaboration and co-teaching between general education and English language development specialists (Dove & Honigsfeld, 2020b). The current national shortage of highly qualified, bilingual dual language teachers is another reason to support a variety of collaborative models. We simply don’t have enough bilingual teachers in the field, nor do we have sufficient numbers of preservice teachers in the pipelines of teacher preparation programs to realistically fill the demand for creating,

maintaining, and expanding dual language programs (Guerrero & Lachance, 2018). Dual language administrators are faced with making difficult hiring and scheduling decisions to the extent that even when credentialed bilingual teacher candidates are available to fill positions, they may not have specialized expertise in dual language pedagogy and/or demonstrate skills and knowledge related to how both program languages work with each other. And those teachers who have a functional knowledge of both program languages may require additional support to reach *academic language levels* in one or both languages. The good news is that such barriers aren't insurmountable: Collaboration and co-teaching models draw upon the strengths and competencies of two or more teachers in a manner that enhances the potential for high-quality teaching and learning (Guerrero & Guerrero, 2017).

Keri Ward and Megan Smith, dual language educators in Idaho's Jefferson County School District 251, discuss how their students best work in their classroom as a whole group, in small groups, and individually, and make strategic decisions together about seating patterns that they believe will result in optimal learning. Their informed collaborative decisions intend to promote students' learning of the new content while simultaneously affording their classes leveraged opportunities to use both program languages. This sense of collaboration is quite different from creating a seating chart in isolation and shows us one of many examples of how this teacher partnership contributes to the benefits of dual language education (see Figure 2.3).

In the following section, we provide some clear examples of *collaborative partnerships* that may offer creative and sustainable ways for collaboration and program design. Keep in mind that these examples don't provide the full range of combinations that are possible. We encourage teams (including teachers and paraprofessionals) to collaborate as much as possible, regardless of configuration—starting with co-planning and using assessment data to shape and reshape the instruction being delivered.

Figure 2.3 Partner Teachers Review Students' Academic and Linguistic Progress as Well as In-Class Participation Patterns



Source: Keri Ward and Megan Smith. Used with permission.

In essence, we encourage you to “do what you can!” rather than being hesitant to move forward with a partnership/collaborative approach if partnership teaching or co-teaching in the same classroom isn’t feasible. See which of these examples of collaborative partnerships across program models may best align to your context (see more in Chapter 4).

Two bilingual teachers, both using two languages

In some programs, two bilingual teachers with similar proficiency levels in both program languages work in the same classroom at the same time. One teacher delivers instruction through the program language, and the partner teacher teaches through English. The key distinction in this configuration is that both teachers are fully bilingual and biliterate. Multilingual educators can draw from any number of design possibilities with respect to language of instruction and the role of each teacher depending upon the instructional needs of the student, the capacity of individual teachers, and the content being taught. For example, teachers may be taking turns during portions of lessons in different languages such as circle time in English and then again in Arabic without repeating the same information—thus one circle time builds on the next. Another example is interdisciplinary in which a language arts teacher and social studies teacher collaborate to determine crossing over of lesson objectives and topics to teach back-to-back lessons in the same classroom, even if they are using different program languages.

Two bilingual teachers, each using one of the partner languages (side by side)

Teachers may “side by side” teach in one language or the other on a regular basis. Students may alternate their use of program languages throughout the school day, on alternating days, or, in some cases, in slightly longer chunks of time. In this configuration, both teachers are fully bilingual and biliterate. For example, Teacher A delivers Spanish language arts, math, and science through Spanish while Teacher B delivers English language arts, social studies, and technology through English. The students may switch classrooms, or the teachers may change classrooms depending on the numbers of students and the availability of classroom space. In smaller programs, Teachers A and B may always be in the same classroom and move in and out of the leading teaching role as the subjects change. In either case, or in other similar cases, teachers deliver different content-based curricula yet strategically make bridging connections via materials, topics, and lesson activities.

Two monolingual/partially bilingual teachers, each using one of the partner languages (side by side)

In this “side by side” scenario, teachers will teach in one of the program languages daily. A distinction of this configuration is that teachers are fully literate in one of the program languages *but not both*. The teachers may have some conversational

proficiency in the other program language but not to the extent to be considered fully bilingual and biliterate. This configuration has some similarities to the prior in that different subject areas are taught through different languages. For example, Teacher A delivers Spanish language arts, math, and science in Spanish while Teacher B delivers English language arts, social studies, and technology in English. Again, the students may change classrooms or the teachers may change classrooms depending on the numbers of students and the availability of classroom space. In smaller programs, Teachers A and B may always be in the same classroom and move in and out of the leading teaching role as the subjects change.

Bilingual paraprofessionals and teacher’s assistants

Paraprofessionals frequently play a critical role in meeting students’ needs in dual language settings whether they are bilingual or monolingual. Some paraprofessionals may have more of an instructional role, and others may have more of a helper role to assist with things like bathroom breaks, classroom organization, filing, and so on. Without their contributions, many programs would be in danger of insufficient staffing. Far too often they are the unsung heroes who come to our schools on a daily basis, receive little pay, and are committed to the success of dual language programs as much as many other teachers. They deserve our advocacy for expanded career pathways, better compensation, and professional respect.

After reading a few examples of innovative ways teachers form partnerships, let’s reflect on teacher collaboration.

1. What collaborative scenarios does your program have? How are you utilizing the help of bilingual paraprofessionals?

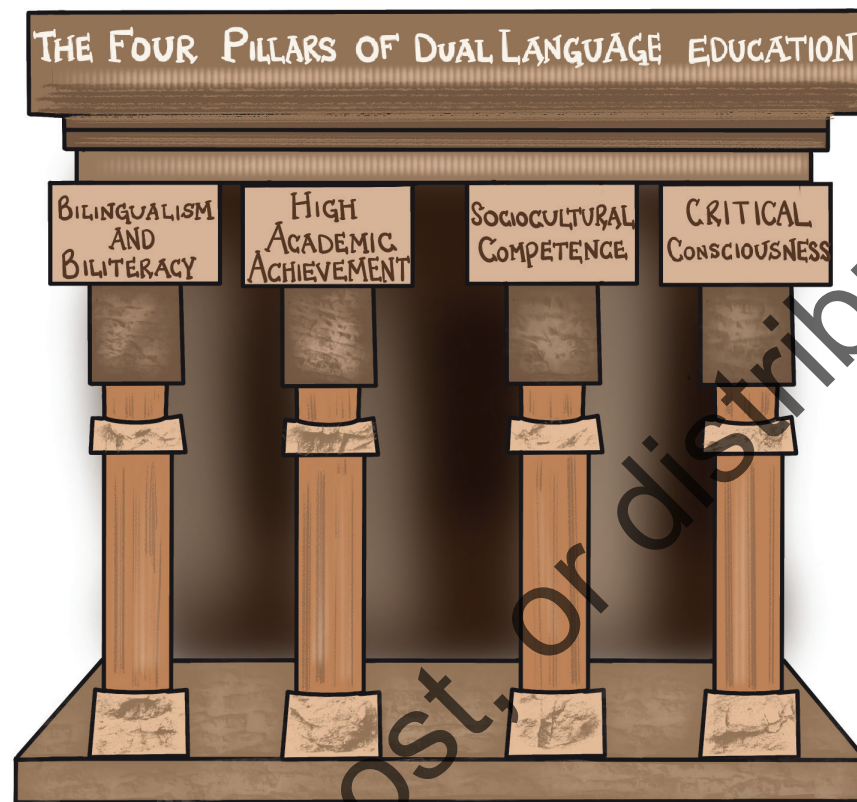
2. If you are working on a co-teaching approach, what collaborative practices are you able to achieve now?

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The Pillars of Dual Language Education With a Focus on Collaboration



Even with the wide variety of dual language program structures and immense diversity in the dual language learner population, experts in the field agree that high-quality, carefully implemented dual language programs are built on four pillars of foundational support. The first three foundational elements address the development of bilingualism and biliteracy, grade-level academic achievement, and sociocultural competence for *all* students (Howard et al., 2018). More recently, as the field began to recognize and acknowledge the social justice and equity implications of dual language instruction, a fourth pillar was added: *critical consciousness* of educators working within the dual language spheres of impact (Cervantes-Soon et al., 2017; Palmer et al., 2019). The need for the fourth pillar is based on severe inequities within some dual language programs; thus we, too, take the stance that this fourth pillar is both necessary and compatible with the overarching and transformative goals of dual language education. The four pillars of dual language education help us by providing crucial specifications as we collaborate within the planning, teaching, and assessment processes—so let's *commit to collaborating based on the four pillars!*

The First Pillar: Bilingualism and Biliteracy

The bilingualism and biliteracy pillar of dual language affirms that dual language learners develop oracy and literacy in both program languages. To facilitate such development, dual language co-educators design, deliver, and assess instruction in

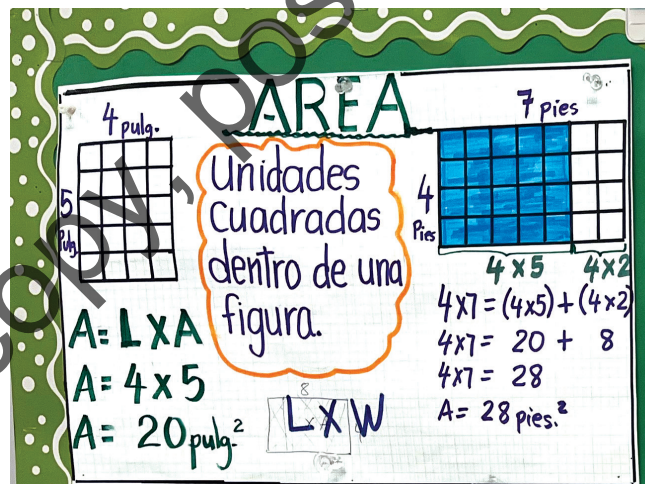
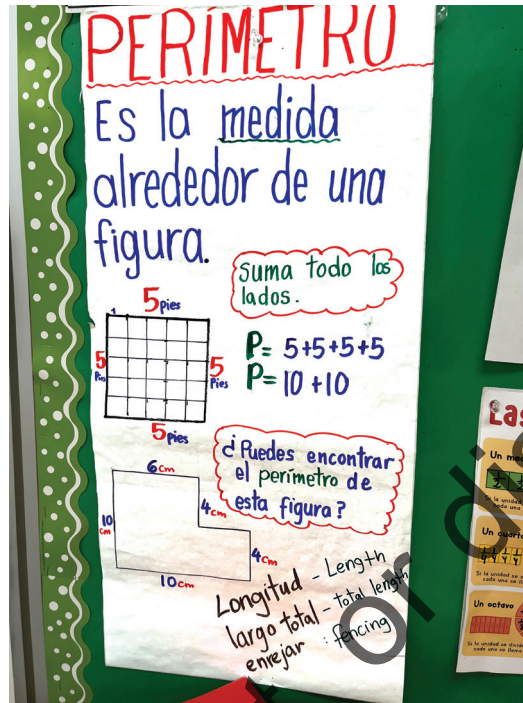
different ways. Some co-creation of lessons and assessments that promote biliteracy may be from the *simultaneous approach* (students are learning or developing in both languages at the same time). Others, depending on the context of the program, may focus on sequentially developing students' languages and literacies. Remembering the diversity in the dual language population as well as learners' stages of development, there are times when dual language collaborators are facilitating lessons that develop literacy in both program languages at a similar pace, whether they occupy the same classroom or are in a side-by-side format with separate classrooms.

In making instructional decisions, teachers take into account the needs of individual dual language learners. Collaborating teachers should closely examine and discuss which curricular transformations are necessary to give breadth and depth for literacy and content development in both languages. These collaborative conversations are different from simply agreeing to teach literacy for each language separately (Howard et al., 2018). When dual language teachers collaborate about curricular transformations throughout the instructional cycle, the activities they plan, the materials they use, and the assessments they administer with transformations in mind expand students' opportunities to interact with one another (Honigsfeld & Dove, 2019). Some nonnegotiables for success include students' collective problem solving, participating in deep discussions, co-thinking, and writing about rigorous, thematically connected, and critically conscious topics in both program languages.

The Second Pillar: Grade-Level Academic Achievement in Both Program Languages

The next pillar is that of grade-level academic achievement in both program languages. For many years, the guiding assumption in the United States held that multilingual learners needed to reach a certain level of English language proficiency before being taught content. Fortunately, this myth has, for the most part, been debunked. Students in dual language programs gain proficiency *in both languages* while learning content. Every state has content standards for academic subjects studied in school. Likewise, states have language development standards. In combination with the use of multiple sets of standards, dual language teachers are uniquely positioned to facilitate lessons filled with rich and rigorous opportunities for students to take risks with using new language in new ways. Many educators would agree that dual language teachers are the only educators who simultaneously use multiple sets of language development standards in both program languages as well as content standards, synchronizing language development in two languages concurrently with content development. In Figures 2.4 and 2.5, we see some examples of bilingual anchor charts from Collinswood Language Academy, part of Charlotte-Mecklenburg Schools in North Carolina, where dual language educator Elia Alarcon reinforces language and content via a math lesson. The anchor charts support students' simultaneous growth in grade-level math skills, the use of the language of math, and Spanish language development.

Figures 2.4 and 2.5 Bilingual Math Anchor Charts



Source: Elia Alarcon. Used with permission.

The Third Pillar: Sociocultural Competence

The third pillar of dual language education substantiates the need to consider students' languages and backgrounds as a vital part of their educational experiences and growth. We call upon our dual language educators to see this pillar as a much deeper goal than cross-cultural understanding. Surface-level recognition of concepts and traditions that seem to represent students' cultural groups and social norms—for example, international dress day or international foods day—will do little to honor and affirm students' cultural identities. Instead, we advocate for planning, delivering, and assessing dual language classroom experiences that positively shape and reshape

multilingual learners' individual identities, including self-perception within a local community and society as a whole (de Jong & Howard, 2009; Feinauer & Howard, 2014). Dual language teachers and multilingual students develop positive attitudes through consistent and deliberate opportunities for examining, reflecting upon, and interacting with each other in a manner that sincerely honors others' identities and language use. Both teachers and students participate in a process of multidimensional identity development, appreciating different ethnicities, languages, cultural assets, and community contributions in ways that disrupt society's inequitable norms.

The Fourth Pillar: Critical Consciousness

Students' positive academic and sociocultural growth as a result of dual language education has been documented for decades (Lindholm-Leary, 2012; Thomas & Collier, 2017). A newer development has been the call for a conscious acknowledgment of the continued inequities in dual language education programs (Palmer et al., 2019). In particular, some programs privilege the English-speaking students at the hindrance of the minoritized bilingual learners (Cervantes-Soon et al., 2017; Roda & Menken, under review). Dual language educators are obliged to skillfully collaborate in order to better advocate for the systematically oppressed linguistic status of the emergent bilinguals so they are no longer viewed as subpar. We embrace Carla España and Luz Yadira Herrera's (2020) call for six essential practices to center the voices and experiences of Latinx students, which may also be directly transferred to all multilingual emergent bilinguals' identities. We adapted these six recommendations to further support building students' critical consciousness in dual language classrooms:

1. Become familiar with your students' unique journeys that contributed to the formation of their complex identities.
2. Understand and leverage your students' language choices and practices.
3. Understand and leverage your students' and their families' literacy choices and practices.
4. Thoughtfully learn about your own privileges and be in solidarity with your students' experiences and opportunities.
5. Closely examine the local, state, and national policies, practices, and narratives that impact your students' personal, familial, and academic lives.
6. Understand the intersectional and multidimensional nature of your students' identity development and how they have experienced marginalization.

Let's recognize this is no simple task, especially in our current, turbulent political environment. Disrupting inequities takes courage, time, savvy, and well-crafted communication skills. Advocates must be able to articulate the proven benefits of dual language programs, based on long-term research and successful program results. Let's take great caution in examining our own beliefs and practices that may inadvertently feed deficit thinking with respect to multilingual learners and the languages and regional dialects they bring to the classroom.

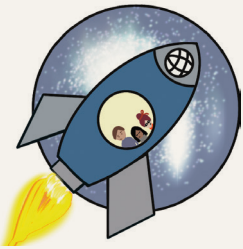
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1. How do you see yourself as a collaborator in light of the four pillars of dual language education?

2. What recommendations would you offer other educators regarding effective, collaborative ways to build equity within a dual language program?

LAUNCHED MISSIONS



Let's meet two dual language kindergarten teachers, Alejandra Aguilera and Liliana Grajeda, from John F. Kennedy Elementary School in Port Chester, New York. The two collaborating kindergarten teachers are from a 90/10 two-way dual language program, both delivering instruction in Spanish for 90% of the instructional day. These two teachers consistently reflect on what's working well and where they need to make some shifts in their journey's plans, an essential element of effective collaboration.

In the beginning of their paired experiences, they met regularly to work out some overall logistics of lessons but also took time to have very focused conversations about biliteracy instruction, to ensure their practices took biliteracy instruction into account rather than teaching each program language individually (Howard et al., 2018). Despite their varying levels of teaching experience, Señorita Grajeda works diligently to have exchanges of ideas with Señorita Aguilera to be sure she feels like a valued and equal colleague. In fact, Señorita Grajeda looks to Señorita Aguilera as a mentor regarding technology and digital tools. At the same time, Señorita Aguilera still considers Señorita Grajeda as her mentor teacher and professional colleague with valuable insight. They also shared the importance of collaborating with their monolingual colleagues in other subject areas and the overall benefits of working together.

Señorita Grajeda shares:

This year we tried to meet once a week and tried to really look at our plans. First, we talked about all our experiences during the week. Let's say how they [the students] are doing. For example, they are learning the vowels in Spanish. Then we made the projections for the following week. Let's continue with the next steps in vowels, and let's say what we are going to do with that in [Spanish] reading. Sometimes,

we exchange ideas about materials and resources. For instance, we often plan to try this new thing with the kids, a new strategy, or a new activity. I love technology, so I always want us to try working in Google Slides and to try different activities in technology. Let's say we are teaching the vowels; we use technology for activities. We are transferring from the traditional way of teaching into a more technological way. The benefits are that we see the progression and the growth of the students. That's the most important role for us. We talk about our students and our situations and our experiences and exchange ideas. This is something that worked for me, and maybe she [my partner teacher] will also say something about an activity that worked for her and suggest that we try and see if it is going to work for my students in my classroom. The advantage is that we really discuss what we see in the growth and the progress of the students. In terms of planning, it allows us to save more time. We can decorate the wheel instead of reinventing it.

Señorita Aguilera shares:

How did it go? What worked for you? What didn't work for you? What can we do next? Those are the questions we ask each other regularly to see how we can collaborate and plan. I see her [my partner teacher] as a mentor because she keeps teaching me about lessons and assessments. I learn from her, and she learns from me. We also talk to the monolingual teachers regularly. We are always doing curricular planning with teams, discussing things that we have been working on, and we share ideas. That way, all the teachers can benefit from our collaboration. We talk a lot about [Spanish] language and reading, and that helps the other teachers understand what we are doing with our students and what they will do with the students.

1. How do you see Alejandra's and Lilitiana's collaboration as beneficial, therefore extending the successes of dual language in a 90/10 two-way kindergarten program?

2. Why are the regular meetings with the grade-level teachers so important for extending collaboration efforts?

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NAVIGATION SYSTEMS



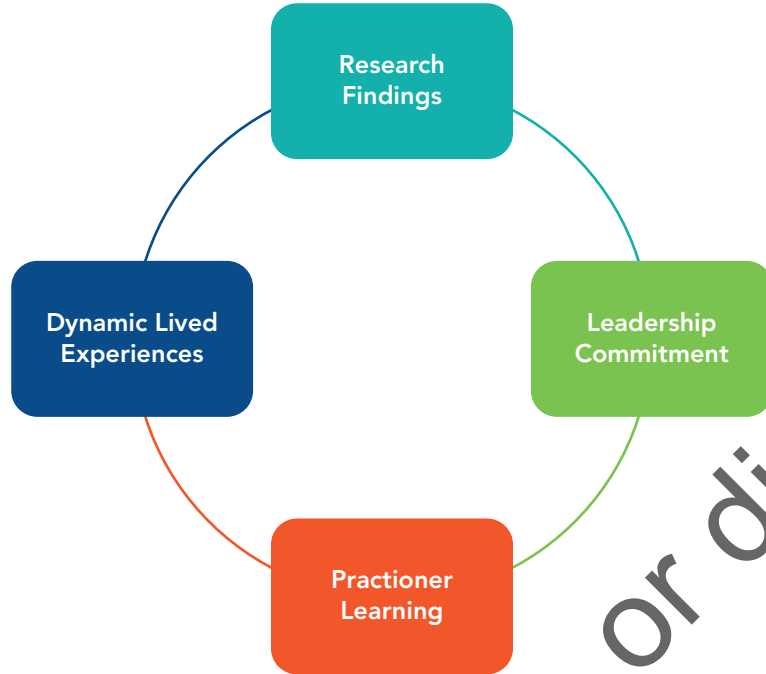
The way we conceptualize the navigation system toward successful capacity building through collaboration is multifaceted. We already know that dual language is highly beneficial academically, linguistically, and socioculturally across all student learning groups. Keeping the key benefits of dual language education in mind will help you navigate the way you collaboratively plan, implement, and assess instruction for your students in this context:

1. Multilingual learners display higher levels of cognition and critical thinking in both program languages.
2. Multilingual learners exhibit higher outcomes on high-stakes assessments across language, socioeconomic, racial, and special education groups.
3. Multilingual learners demonstrate wider ranges of cultural competence and are able to problem-solve in collaborative ways that are more multidimensional than monolingual students (Feinauer & Howard, 2014).
4. Dual language programs, when constructed as enriching and accelerated for *all* students rather than being viewed as a necessary means of remediation for English learners who need to catch up to their monolingual peers, facilitate language-rich environments that cannot easily be recreated in monolingual schools (Escamilla et al., 2014).

What we need to focus on is how to extend these benefits by strategically enhancing collaboration in all program structures. Our field-based research shows us that when you build capacity for collaboration informed by four dynamic components (see Figure 2.6), you're moving forward to ensuring what all multilingual learners deserve—a bright future. The components are:

1. **Research Findings:** To inform your collaborative practices with research on the benefits of collaboration and dual language, emphasizing the need to combine both approaches
2. **Leadership Commitment:** To create and foster leadership commitment to collaboration
3. **Practitioner Learning:** To enhance your collaborative practices by making them ongoing and reflective, to continuously shape and reshape your work
4. **Dynamic Lived Experiences:** To position the rich, authentic life events, encounters, and everyday practices both you and your dual language learners bring to your classrooms as a focal point

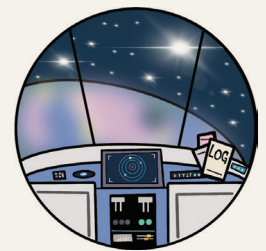
Figure 2.6 The Four Dynamic Components of Informed Collaboration



1. How do these four dynamic components inform your collaboration?

2. What other sources of information or experience enhance your collaborative practices?

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STAYING THE COURSE



We have found that oftentimes educators are able to identify aspects of inequities but then may struggle with addressing them in ways that promote action and change (Nordmeyer et al., 2021). In this section, let's focus on some core beliefs and agreements that undergird equitable dual language instruction.

Difficult conversations about our beliefs, biases, and values call for safety measures. As we think about the following *Core Beliefs* and articulate some “*Let’s Agree*” *Statements*, remember to commit to an overarching belief that helps us stay on the course of empowerment, equity, and strength for all dual language programs, even when there is turbulence on the journey—especially when we collaborate with each other. Many educators have dedicated themselves for years or decades or perhaps their entire careers as advocates, trailblazers, and activists in settings ranging from schools and communities to Capitol Hill in Washington, DC. Let’s amplify their stories with our co-creations as we move forward.

Core Beliefs

We share the belief that dual language education for multilingualism is *the* tool for social transformation (Wayne Thomas and Virginia Collier, personal communication, December 21, 2021). We embrace that collaborative, well-structured dual language programs employ culturally relevant pedagogies. The facilitation of collaborative instruction, based on the four pillars of dual language, does more than teach a mainstream curriculum in two languages. Rather, dual language teachers who collaborate work together with their students to design and deliver multilingual lessons that confront issues of race, class, language and power dynamics, gender, and other inequities (Cervantes-Soon et al., 2017; Palmer et al., 2019).

1. Longitudinal research shows the academic success of every group and subgroup participating in high-quality dual language programs. These research findings help us to stay the course.
2. Critical consciousness regarding aspects of the dual language education program structure is an extraordinarily complex system of interwoven tethers, some of which have very distinct meanings for people. Programmatic context, systems of linguistic power, and interpretation of equitable access to high-quality dual language education shape our core beliefs (Cervantes-Soon et al., 2017; Palmer et al., 2019).
3. Only when we are transparent and well prepared to take an informed approach regarding inequities can we move toward dismantling them (Kibler et al., 2021).

“Let’s Agree” Statements

Based on the core beliefs, let’s make a commitment to sharing and upholding the following:

1. Dual language education is for all students!
2. All multilingual learners should be viewed as gifted assets in school and in our communities.

3. The characteristics of high-quality programs include collaboration between and among educators.
4. Developing capacity for collaboration within the context of dual language programs is a complex process that requires a shared understanding of research-informed, evidence-based practices.

1. What are some additional core beliefs you might add to the list we provided?

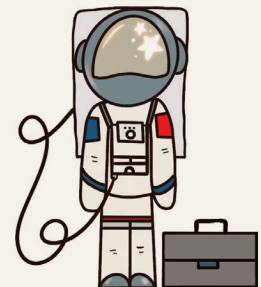
2. How might you expand the “Let’s Agree” Statements to make them unique to your context?

CAPTAIN’S
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ENTRY



Before we move forward with our chapters that dive into co-planning, co-delivering, and co-assessing dual language instruction, we invite you to explore some foundational resources that will help strengthen your work to enhance collaboration in your dual language program at any and every level. The “Questions to Begin the Conversation” inventory helps promote reflection and action toward ensuring that you are building capacity for collaboration into your dual language program (see Figure 2.7)—whether you are starting from the very beginning of creating a new program, polishing one that is already in place, or aiming to grow a program to include additional grade levels (keep going to secondary levels!).

GEAR UP!



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Figure 2.7 Questions to Begin the Conversations

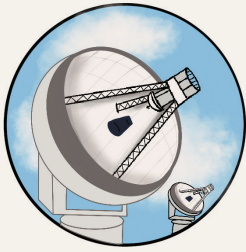
REFLECTION QUESTIONS	STAKEHOLDERS WITH WHOM TO COLLABORATE	HOW TO PREPARE FOR A COLLABORATIVE CONVERSATION (WHAT INFORMATION, EVIDENCE, OR RESOURCES WILL YOU NEED?)
Why create, enhance, or expand our dual language program? How do we describe that equity for multilingual learners is at the center of our initiatives?		
How will the beneficial outcomes for our community and for our students be extended with teacher collaboration?		
Who are the intended participants in the program (<i>remember equity</i>), and how will they benefit by having educators who collaborate?		
Which program type is best for our students, and how will we build in collaboration?		
What are the time allotments within the program, and how do they work for collaboration?		
Which subjects will be taught through which program languages?		

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REFLECTION QUESTIONS	STAKEHOLDERS WITH WHOM TO COLLABORATE	HOW TO PREPARE FOR A COLLABORATIVE CONVERSATION (WHAT INFORMATION, EVIDENCE, OR RESOURCES WILL YOU NEED?)
Who will teach both grade-level content across two or more languages and language skills, and how will these teachers collaborate?		
Which teachers do we already have, and which will we need to recruit?		
How will we build in our program culture of collaboration as we recruit teachers?		
How will we describe to others the benefits of collaboration from a critically conscious perspective?		
What culturally relevant curricular materials and multidimensional supports are already available in grade-level content that facilitate multilingualism? What additional materials do we need?		
How will our teacher partners collaborate to use the available resources and materials? What additional key resources do we need?		

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TUNE IN!



The momentum of growth in dual language education is being propelled by more and more educators' awareness of the elements of high-quality programming. Research and policy also support dual language programs. In addition to the tools and reflections you've used so far in Chapter 2, here are a few books and guides, links to organizations, and links to Web resources to support your work:

Books and Guides

- Beeman, K., & Urow, C. (2013). *Teaching for biliteracy: Strengthening bridges between languages*. Caslon.
- Collier, V. P., & Thomas, W. P. (2009). *Educating English learners for a transformed world*. Fuente Press.
- Collier, V. P., & Thomas, W. P. (2018). *Transforming secondary education: Middle and high school dual language programs*. Fuente Press.
- Escamilla, K., Hopewell, S., Butvilofsky, S., Sparrow, W., Soltero-González, L., Ruiz-Figueroa, O., & Escamilla, M. (2014). *Biliteracy from the start: Literacy squared in action*. Caslon.
- García, O. (2020). Translanguaging and Latinx bilingual readers. *The Reading Teacher*, 73(5), 557–562. <https://doi.org/10.1002/trt.1383>
- García, O., Ibarra-Johnson, S., & Seltzer, K. (2017). *The translanguaging classroom: Leveraging student bilingualism for learning*. Caslon.
- Gottlieb, M. (2021). *Classroom assessment in multiple languages: A handbook for teachers*. Corwin.
- Gottlieb, M. (2022). *Assessment in multiple languages: A handbook for school and district Leaders*. Corwin.
- Hamayan, E., Genesee, F., & Cloud, N. (2013). *Dual language instruction from A to Z: Practical guidance for teachers and administrators*. Heinemann.
- Howard, E., Lindholm-Leary, K., Rogers, D., Olague, N., Medina, J., Kennedy, F., Sugarman, J., & Christian, D. (2018). *Guiding principles for dual language education* (3rd ed.). Center for Applied Linguistics.
- Thomas, W. P., & Collier, V. P. (2014). *Creating dual language schools for a transformed world: Administrators speak*. Fuente Press.
- Thomas, W. P., & Collier, V. P. (2017). *Why dual language schooling*. Fuente Press.

Professional Organizations and Web Resources

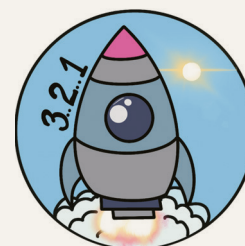
- ACTFL (formerly the American Council on the Teaching of Foreign Languages): www.actfl.org
- Association of Two-Way & Dual Language Education (ATDLE): <https://atdle.org>
- Center for Advanced Research on Language Acquisition (CARLA): <https://carla.umn.edu/immersion/resources.html>

- Center for Applied Linguistics: www.cal.org
- Dual Language Education of New Mexico: www.dlenm.org
- Massachusetts Department of Education: www.doe.mass.edu/ele/look-act.html
- Migration Policy Institute: www.migrationpolicy.org/programs/nciip-english-learners-and-every-student-succeeds-act-essa
- Multistate Association for Bilingual Education, Northeast: <https://mabene.org>
- TESOL International: www.tesol.org/search?query=dual%20language

As we finish up Chapter 2 and get ready to focus on collaborative planning in Chapter 3, think about how you want to get started on using the content of the chapter to launch your own mission. As you count down to launch, remember to think openly regarding equity and access to your program and consider the following ideas:

10. Reflect upon the ways in which collaboration is already built into your program.
9. Identify areas where collaboration can be expanded.
8. Feel confident to be creative and innovative for leveraging collaborative practices for multilingualism.
7. Keep learning about dual language education and share your expertise with others.
6. Ask and collectively answer the hard questions about equity and access to high-quality dual language education. How will you collaborate to involve parents and community stakeholders in this process?
5. Be committed to collaborate using the four pillars of dual language instruction as the cornerstones of your program structure and goals.
4. Commit to actions that promote collaboration—remembering that your colleagues have important insights even if they are still on the path to developing familiarity with dual language education.
3. Collectively identify the types of student data your school or district already collects and how you can collaborate regarding the use of the data.
2. Collaborate to share a wide range of creative ways to assess and report students' and programmatic successes, including those from students themselves.
1. Put students first and involve them as leaders and co-creators of the dual language program.

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CAPTAIN'S LOG: FINAL ENTRY



Based on Chapter 2 and its learning goals, take a moment to identify your key takeaways. Here are some questions to consider: What is directly applicable to your context? What is something you learned that is completely different from your context? What do you feel is your biggest challenge at the moment? How might you address that challenge in small steps? What are some future goals or steps you wish to take? What might be challenging for you to discuss with your collaborative partner(s)?

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