

Multistate Association for Bilingual Education, Northeast
Implementing Dual Language Education

Dual Language Education District Readiness Continuum			
District Leadership Supported by the School Committee			
	Contemplating	Committing	Committed
	Ready for PD on Educating Culturally and Linguistically Diverse students	Ready for DLE Program Exploration**	Ready for La Siembra*
Core Beliefs/Commitment			
<p>District leadership and stakeholders supported by the School Committee share a core belief that for all students, including students with disabilities, the following principles apply: Language is a resource; Learning in students’ first language affirms their cultural and linguistic identities; High-quality DLE programs necessitate constant commitment; and Equity and Social Justice are the guiding force for closing the academic achievement gap.</p>			
	Contemplating	Committing	Committed
Language as Resources	<p>Questions and reexamines the belief that English-only approaches are the best choice for their culturally and linguistically diverse population and achieve the best academic results for all students.</p>	<p>Develops a core belief in the benefits of native language instruction for ELs and commits to providing some support for policies and practices that allow students to draw on their linguistic resources to support learning.</p>	<p>Shares a core belief that languages are resources to draw on and nurture, and commits to the establishment of policies and practices that build on all students’ native- and second-language resources.</p>

<p>Cultural Identities</p>	<p>Questions and reexamines that the best approach for culturally diverse students is acculturation and contemplates developing biculturalism in all students.</p>	<p>Develops a core belief in the need for culturally and linguistically relevant instruction for ELs and commits to providing relevant professional development to all staff.</p>	<p>Shares a core belief in affirming students’ cultural and linguistic identities and commits to providing relevant professional development for all administration, staff, teachers, and families.</p>
<p>Constant Commitment</p>	<p>Recognizes that current programming and support services need to do more to meet the needs of their linguistically and culturally diverse students</p>	<p>Explores DLE programs—for example, by visiting successful programs, engaging in book study, and/or creating a task force to look at their demographic data.</p>	<p>Shares a core belief in high-quality DLE programs and commits to supporting the development of a diverse task force for the implementation of a long-term program, PK-12 or K-12.</p>
<p>Equity and Social Justice</p>	<p>Questions the assumption that some students are not prepared to achieve in school due to their socioeconomic status, parenting, language of origin, cultural background, and/or disability.</p>	<p>Develops a core belief in providing programs of educational achievement through equity and social justice as they relate to a student's socioeconomic status, parenting, language of origin, special learning needs, and cultural background.</p>	<p>Shares a core belief in principles of educational achievement through equity and social justice for English Learners, and commits to eliminating biases inherent in our schools that affect linguistically and culturally diverse students.</p>
<p>Rating and evidence:</p>			
<p>What is needed to progress to the next level:</p>			

District-Wide Initiatives

District-wide initiatives are critical to the success of DLE programs and encompass the hiring of linguistically and culturally diverse staff that meet the requirements for teaching in DLE; appropriate allocation of funds and resources; and targeted DLE Professional Development, including for students with disabilities.

	Contemplating	Committing	Committed
Staffing	Acknowledges that school leadership and teachers need to be more representative of the linguistic, racial, and cultural populations represented in the student body.	Develops a core belief in equitably meeting the needs of DLE programs by hiring school leadership and teachers who are representative of the linguistic, racial and cultural population represented in the student body.	Shares a core belief in equitably meeting the needs of DLE programs by recruiting, hiring and retaining linguistically, racially, and culturally diverse staff who meet the requirements for teaching DL.
Allocation of Funds	Questions how current funding formulas should and could be used for alternative ELE (DLE) programs.	Commits to allocating specific funding for DLE teacher hiring and training, curriculum and classroom materials, initial program planning, curriculum development, student support services (including special education), and resources for parent engagement.	Allocates essential and adequate funding for DLE teacher hiring and training, curriculum and classroom materials, initial program planning, curriculum development, student support services (including special education), and resources for parent engagement.
Professional Development (PD)	Questions and reexamines how all the professional development for the district can be made flexible and inclusive regarding topics relevant to DLE Programs.	Allows the DLE school/program to provide DLE-specific professional development aligned to the unique needs of the program as well as district-mandated initiatives and PD.	Provides DLE-specific professional development and customizes district-mandated initiatives.

Rating and evidence:

What is needed to progress to the next level:

Bilingual Curriculum & Instruction

Critical to the success of DLE programs are a DLE curriculum framework, shared leadership in curriculum and instruction, and relevant instructional principles and expectations for all students, including students with disabilities.

	Contemplating	Committing	Committed
Curriculum & Instructional Framework	Initiates the process of developing a framework for curriculum and instruction for ELs.	Has a framework for curriculum and instructional delivery in place, but it lacks clarity on what to teach, resulting in a range of approaches and practices for ELs that have not necessarily proven to be successful.	Promotes a framework for Common Core curricula and instructional practices for ELs that defines topics to be taught, learning expectations, pacing guides, curriculum maps, and recommended teaching approaches and has a concrete plan to expand and adapt this framework when adding a DLE program.
Shared Leadership in Curriculum & Instruction	Seeks to incorporate teacher knowledge regarding ELs into the planning and shared decision-making around DLE curriculum and instruction.	Supports the concept of shared leadership with school-based personnel (coaches, school leaders, teachers, special educators, specialists, etc.) who have training in second language acquisition and cultural proficiency, for developing DLE curriculum and planning instruction.	Promotes a model of shared leadership that supports the expertise of ELs and involvement of a wide range of school-based personnel, (coaches, school leaders, teachers, special educators, instructional design specialists, etc.) in curriculum decision-making and accountability and commits to continuing this practice when adding a DLE program.
Instructional Principles and Expectations	Initiates a cohesive set of instructional principles and learning expectations for ELs.	Employs instructional principles and expectations for ELs that are communicated and shared with teachers around student learning and achievement; but there is no mechanism for accountability and ongoing support, resulting in varied approaches to student learning experiences and outcomes in the schools.	Promotes and implements a cohesive set of instructional principles and expectations for ELs that are communicated and shared with teachers around student learning and achievement and commits to expanding and adapting these principles when adding a DLE program.

Rating and evidence:

What is needed to progress to the next level:

Bilingual Student Support Services

Comprehensive bilingual student support services are critical for the success of DLE programs. They encompass interventions for struggling students and include special education assessment, eligibility, and services across both languages.

	Contemplating	Committing	Committed
<p>Interventions for Struggling Students (e.g., RtI or MTSS)</p>	<p>Seeks to review and revise the process, procedures, and resources needed for supporting struggling ELs, and questions the efficacy of current delivery of services.</p>	<p>Acknowledges and supports the delivery of a continuum of services in both languages.</p>	<p>Ensures the implementation of processes, procedures, and resources needed for struggling ELs, providing support in a timely manner, implementing RtI/MTSS, and providing interventions in both target languages.</p>
<p>Special Education Assessment, Eligibility, and Services</p>	<p>Questions and reexamines the beliefs that:</p> <ul style="list-style-type: none"> a) Students should only receive special education services and support in English, b) Students with special needs do not belong in a DLE program, and c) Students with a disability are incapable of becoming bilingual and learning in two languages. 	<p>Commits to a core belief in using bilingual assessment and instruction for students experiencing academic/behavioral difficulties in first language and second language.</p>	<p>Provides appropriate services in both first language and second language according to students' Individual Education Plans (IEPs).</p>

Rating and evidence:

What is needed to progress to the next level:

Bilingual Assessment

Bilingual assessment is critical to the success of DLE Programs. It encompasses bilingual data teams; professional development in bilingual assessment for students with or without disabilities; and evaluation of DLE program effectiveness.

	Contemplating	Committing	Committed
Data Teams	Sets expectations for student testing and holds schools accountable for providing the data, but has not set up bilingual data teams at the district or school level, to analyze data for ELs.	Develops bilingual data teams made up of central office, school-wide and grade level teams in which staff are trained and given time to review formative assessments and make recommendations for learning and achievement of ELs.	Has inclusive and effective district and school bilingual data teams that are prepared to discuss, analyze, and make programmatic recommendations for improving student achievement and language development over time for DLLs
Assessment PD	Initiates a formalized Professional Development Plan that supports teachers in the use of appropriate assessments to inform instruction for ELs.	Supports professional development opportunities for teachers in the use and interpretation of appropriate assessments for ELs.	Provides a systematic PD plan to train teachers and staff in the use and interpretation of appropriate language assessments as well as committing to add training on assessment for DLE programs.
Program Evaluation	Recognizes the need to look at short-term and long-term progress of ELs to determine current program effectiveness.	Develops a plan to look at short-term and long-term progress of ELs that includes a timeline and range of student success benchmarks/indicators to meet DLE goals.	Implements an evaluation design that determines DLE program effectiveness for all students.

Rating and evidence:

What is needed to progress to the next level:

Community and Family Engagement

Community and family engagement is critical for the success of DLE programs. It encompasses linguistically and culturally responsive parent outreach, welcoming bilingual intake procedures, and ongoing family communication by linguistically and culturally responsive personnel.

	Contemplating	Committing	Committed
Parent Outreach	Realizes the need for allocating time or personnel for EL parent outreach to comply with the LOOK Act regarding ELPAC.	Reaches out to all EL parents, families, and community members to engage them, gather their perspectives, and to provide educational guidance on the program options and benefits of dual language education.	Receives extensive feedback from a broad range of EL parents, families, and community members representative of multiple ethnic, linguistic, socio-economic, and special needs constituencies by engaging them, gathering their perspectives, and providing educational guidance on the program options and benefits of dual language education.
Intake	Recognizes the need to hire bilingual staff to meet the needs of incoming EL parents and students.	Allocates funds for hiring bilingual personnel in schools and parents centers along with a staffing plan to meet those needs.	Creates and budgets a staffing plan to add qualified bilingual personnel to schools and parent centers—personnel who are trained in welcoming families, assisting with program choices, and assessing students’ language proficiencies.
Family Communication	Begins to implement a process to communicate with, assist, and support EL families in both languages.	Has bilingual staff that can communicate with, assist, and support EL families in both languages.	Hires bilingual staff dedicated to assisting with family and community communication in both languages and ensures a systematic and systemic process for effective two-way communication.

Rating and evidence:

What is needed to progress to the next level:

*La Siembra is a two-full-day retreat designed by Dual Language Education New Mexico to facilitate planning, preparation, and design of new dual language programs.

**DLE Program Exploration: Technical assistance service designed by MABE to engage varied stakeholders (district leadership, school leadership, community) with exploring the district or school's motivation and readiness to implement dual language education programs.