

New Dual Language Program Planning Timeline

Multistate Association for Bilingual Education, Northeast (MABE)

| Planning Timeline - Building the Foundation for a Dual Language Program | | |
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| Approximate Dates | Activities | Parties participating |
| Winter/Spring One year in advance | <ol style="list-style-type: none"> 1. Form Dual Language Planning Committee of invested stakeholders (suggested stakeholders: Principal, Classroom teachers, Parents, ELL director, school committee member, etc.) 2. DL Committee becomes educated about non-negotiable components and structure of Dual Language Programs (professional development sessions, book study group, attending workshops/conferences) <ol style="list-style-type: none"> a. What is dual language programming? (Definition, goals & types of DL programs) b. What is the school/district/community motivation? 3. Determine if the necessary foundation is in place for implementation <ol style="list-style-type: none"> a. Use Decision-making tools to evaluate <ol style="list-style-type: none"> i. Demographics (percentage of potential partner language group, expected incoming K population) ii. Stability/mobility of population 4. Prepare a communication plan to inform and build buy-in for the greater community of staff, parents, school & district leaders, superintendent, and school community. <ol style="list-style-type: none"> a. Visit other DL programs/schools | Receiver of schools, school and district leaders, school committee members, teachers and staff, parents |
| Spring/Summer | <ol style="list-style-type: none"> 1. Implement communication plan | Dual Language |

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| <p>One year in advance</p> | <ul style="list-style-type: none"> a. Hold community information session for all stakeholders. b. Evaluate community interest through survey feedback <p>2. Identify start up needs:</p> <ul style="list-style-type: none"> a. Evaluate school resources b. Develop a potential budget c. Solicit seed money or seek out grant monies d. Determine transportation needs e. Consider implications of school choice and registration issues <p>3. Identify Bilingual Teachers, Standard partner teacher, ELD/ESL teacher for one or two grades (depending on readiness factor) if not already selected.</p> <ul style="list-style-type: none"> a. Plan for hiring bilingual specialists, teachers, paraprofessionals and staff so that services can be provided in language of need for both language groups. <p>4. Attend LA Siembra Retreat to establish mission and language policy, create implementation plan & master Curriculum Alignment Plan (CAP) for dual language program (this is the master plan and schedule for new and upcoming grades in the dl program including language of instruction for content areas, etc.)</p> | <p>Planning Committee</p> |
| <p>Summer/Fall One year in advance</p> | <ul style="list-style-type: none"> 1. Provide PD for staff – training on Second language acquisition instructional strategies, Sheltering (SEI), TWIOP/ SIOP, Cooperative Structures, Teaching for Bilinguality, and Literacy Squared. 2. Visit other DL programs/schools with questions | <p>Staff and school leaders</p> |
| <p>Fall/Winter</p> | <ul style="list-style-type: none"> 1. Continue PD for dual language teachers 2. Identify bilingual resources, books, assessments and materials for partner language. 3. Hold information sessions for school community & parents. 4. Prepare for Spring K tours in connection with parent registration center in the district. <ul style="list-style-type: none"> a. Ensure staff who have first contact with incoming parents are trained and able to effectively inform parents and promote the | <p>Staff, school and district leaders</p> |

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| | <p>DL program. (ideally in both program languages)</p> <ol style="list-style-type: none"> b. Prepare brochure, handbook or other printed materials with information about DL program in program languages. c. Add information to district/school website | |
| Winter/Spring | <ol style="list-style-type: none"> 1. Continue PD for dual language teachers 2. Continue visiting DL schools with questions 3. Order bilingual materials, books, assessments and resources for start up year. 4. Provide books in the partner language for the library as well as the literacy center. 5. Hold K tour for incoming parents (including K DL teachers) in both program languages | Staff and school leaders |
| Spring/Summer | <ol style="list-style-type: none"> 1. Allow curriculum planning time for partner teachers to work on lesson planning for start-up and classroom set-up. 2. Hold a meet and greet/Open House for parents and teachers (in both program languages) 3. Prepare school environment to reflect the new program through school signage, translation services for incoming parents of target group, etc. | Staff and school leaders |
| Ongoing | <ol style="list-style-type: none"> 1. Create and implement system for program evaluation 2. Define system for data collection and reporting 3. Continue training and professional development for staff – especially new staff 4. Work with Human Resources on establishing hiring practices for bilingual staff 5. Advocate for needs of the program within district 6. Continue parent and community outreach | All invested stakeholders |