

ELL Program Road Maps

DUAL LANGUAGE



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Research Foundation

This guide synthesizes several bodies of research to serve as a planning tool for new dual language immersion programs. We use the term “dual language” to refer to a variety of *additive bilingual programs*. This definition is important—additive bilingual programs treat a student’s first language and culture as an asset, while simultaneously integrating second language development. Additive programs result in biliterate, multicultural individuals.

Types of Learners

Before deciding which type of program to implement, the first consideration should be the type of bilingual learner you are serving.

- **Simultaneous bilingual learner:** A student who has been exposed to two languages together from birth to age 5. Most English language learners today fit the description of simultaneous bilingual learners (Valdés, Menken, & Castro, 2015). A **heritage speaker** could be considered a simultaneous bilingual learner. A heritage speaker is a student who speaks a language other than English at home and who has not had explicit literacy instruction in that language.
- **Sequential bilingual learner:** A student who has significantly developed one language and is adding a second language (the parents’ language is different than the language of the educational school system). This includes newcomers who speak the partner language.

Dual Language Programs in Beaverton (K–12)

Mission: The mission of the Beaverton School District dual language program is to honor and develop multilingual, multiliterate, and multicultural students through rigorous, culturally inclusive education while nurturing a diversity of identities, and empowering students to become agents of change in a global community.

Vision:

- That all students value their bilingualism as a positive asset;
- That all students attain a high level of academic biliteracy in English and at least one other language;
- That all students meet and exceed grade-level learning targets;
- That all students learn to value and appreciate the diversity of our community’s cultures;

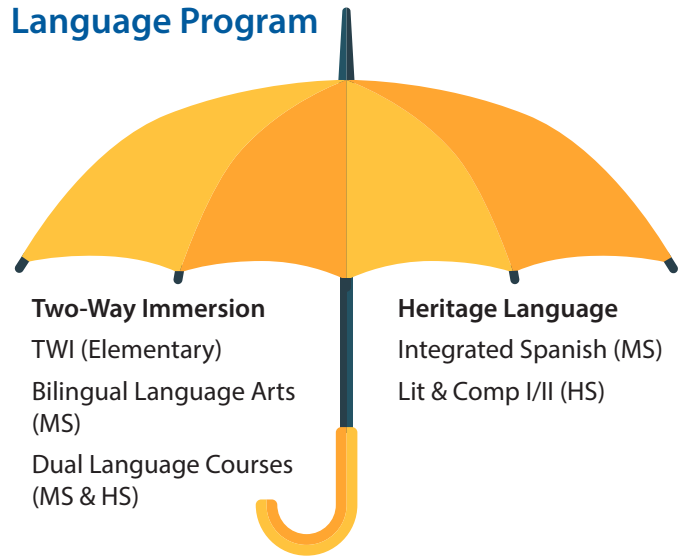
- That all students graduate with an Oregon Seal of Biliteracy, and are successful and well-prepared to thrive as global citizens.

School type	Program model	Language composition	Student demographics/ population
Elementary programs	Two-Way Immersion	Instruction provided in English and the partner language working towards a 50:50 ratio of balanced English/partner language instruction.	Composed of balanced numbers of native English speakers, simultaneous bilinguals, and native speakers of the partner language (e.g., Spanish).
			Composed of balanced numbers of native English, simultaneous bilinguals, and native target-language speakers.
Secondary programs	Heritage Programs (MS & HS)	Instruction provided in partner language and aimed at building partner language literacy.	Heritage Programs: Composed entirely of native speakers of the partner language.
	Dual Language Courses (MS & HS)	Instruction provided in English and partner language and aimed at developing a high level of academic biliteracy.	Dual Language Courses: Composed of a diverse group of students that receive instruction in both English and a partner language.
	Bilingual Language Arts (MS)	Instruction is provided in English and in the partner language, working toward a minimum of one hour per day in each language. Teacher uses district language arts or humanities learning targets.	Composed of a balanced number of native English speakers and native speakers of the partner language, if possible.

Dual language programs, especially two-way immersion programs, “provide the same academic content and standards as any other educational program” (Howard, Olague, & Rogers, 2003) but integrate language development and literacy instruction within the context of the class content. At the same time, dual language programs build student literacy, content knowledge, and language skills in both English and the partner language. To accomplish this, it is critical that school districts commit to a K–12 program trajectory.

Heritage language immersion programs may be more complex than other dual language models. Program designers must be mindful in designing standards-based instruction in the target language for a group of students who are, in most cases, in the early stages of language proficiency in some modes of literacy. Students are often emerging in the areas of reading and writing with comparative strengths in speaking and listening. Despite these considerations, research has shown that heritage language immersion programs result in positive outcomes for students (Howard et al., 2003).

Beaverton School District Dual Language Program



Guiding Principles

This document is organized into the following seven programmatic strands, based on *Guiding Principles for Dual Language Education* from the Center for Applied Linguistics (Howard, Sugarman, Christian, Lindholm-Leary, & Rogers, 2007):

1. Program Structure
2. Curriculum
3. Instruction
4. Assessment & Accountability
5. Educator Effectiveness & Professional Learning
6. Family & Community
7. Support & Resources

In the pages to follow, each guiding principle will be detailed to provide specific suggestions for best practice. In the accompanying reflective tool, each guiding principle is further supported with reflective questions and an organizer for planning.





Program Structure

Dual language programs are designed to increase academic achievement, biliteracy, bilingualism, and cross-cultural understanding. Sound programs are grounded in best practice and research “associated with an enriched—not remedial—instructional model” (Darling-Hammond, 2000). During planning, the school site implementation team must honor and embrace the core values of the district while creating goals and action

items. The school’s goals should align with the districtwide goal in which “diversity and bilingualism [are] honored as assets.”

All programs are working towards a 50:50 balance of content taught in English and the partner language. Due to variations in schedules, this may not be half of the instructional day, but at full implementation it will offer half of its coursework in the partner language.

Elementary Program Descriptions

90:10 program description		50:50 program description	
Kindergarten	90:10 (Partner Language/English)	K–5	50:50 (Partner Language/English)
Grade 1	80:20 (Partner Language/English)		
Grade 2	70:30 (Partner Language/English)		
Grades 3–5	50:50 (Partner Language/English)		

Secondary Program Descriptions

Middle school	High school
Combination of Spanish language arts and content courses (humanities, math, social studies and/or science)	Combination of Spanish language arts and content courses (humanities, math, social studies and/or science)

Grade-level considerations

Elementary School

The school master schedule protects common planning time for partner teachers in the dual language program. Literacy is taught in both languages. The language of instruction needs to be carefully considered for core subjects. *Instructional minutes in English and the partner language need to be tracked.* English language learners (ELLs) should receive English language development (ELD) instruction with *attention to metalinguistic connections* across languages. The dual language program vision and planning at the elementary level articulates through middle and high school.

Middle School

The dual language program offers rigorous course offerings in both languages of instruction. Course offerings should include a focus on language arts in the partner language and English language arts. In addition to language arts, content courses may include math, science, or social studies. Heritage courses can be offered (instead of language arts in the partner language) to establish partner language literacy to prepare students to enter dual language content programs. These offerings align with high school courses and give students the literacy skills they will need to succeed in challenging courses in either language. The panel recommends that students should receive a daily average of at least 115 minutes in the partner language.

High School

Challenging coursework in both languages of instruction will prepare students to become biliterate graduates. Heritage courses can be offered to establish home language literacy that prepares students to enter dual language content programs. At least three core content classes (e.g., science, math, or social studies) should be offered, in addition to at least four language development classes, culminating in Advanced Placement language and/or literature. Students graduate with an Oregon State Seal of Biliteracy, upon demonstrating an advanced level of biliteracy through coursework, assessment, and portfolio content.



Curriculum

Considerations for Curriculum Coherence

- Alignment of curriculum to state content and language standards
- Designation of the language of instruction for each content area with language development opportunities in mind
- Equal access to curriculum and high-quality resources in the language of instruction
- Explicit language instruction and support for English and partner language is crucial for development at all levels, which is to say:
“The linguistic augmentation provides a structure and specific detail to address points of learning, skills, and concepts that are specific to Spanish language and literacy, as well as transferable language constructs between English and Spanish” (Valdés et al., 2015)

- Vertical alignment (cross-grade teams) ensures that the curriculum provides students with the analytical practices, content knowledge, and language development they need at each grade level

Collaboration is a central factor in ensuring curricular alignment. Partner teachers need time to coordinate and plan lessons and curriculum. Both intra- and interdepartmental/grade-level collaboration are encouraged to facilitate shared language development and thematic units.

Culturally relevant curriculum engages students and helps them identify and make connections to the themes at the heart of instruction. In dual language programs the cultural relevance of the curriculum is an important thread to weave into planning and developing curricular materials (Howard et al., 2007).

Alignment

- Horizontal alignment (grade-level teams) ensures that students are meeting the grade-level content and language standards, while gauging how well the curriculum is building the skills needed for later grades

Grade-level considerations

Elementary School

“The broad grade-level curricular frameworks that are used in the district can apply to the DL [dual language] program so that the general aims and core grade-level expectations are the same. However, DL programs need flexibility in the curriculum, and the order in which it is taught, so that the content and the way it is taught are well adapted to the DL setting” (Hamayan, Genesee, & Cloud, 2013). The district will provide high-quality curriculum for the instruction in the partner language. Learning teams should be dedicated to curriculum development for the dual language classroom and should be guided by the following principles:

- Availability of appropriate instructional material, such as authentic literature in the target language
- Curriculum that supports the program during adoption years and for program maintenance
- Language allocation of content area is considered and consistent K–12
- Content-specific language should be developed in both languages to ensure balanced language acquisition

Middle School

With a clear pathway, administrators and the site implementation team can identify the specific type of horizontal and vertical planning time required for curricular coherence.

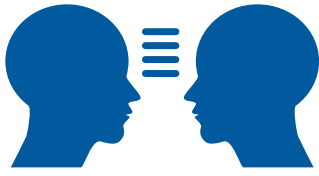
Curriculum development should be guided by the following principles:

- Instruction in one language builds on concepts learned in the other language
- Curriculum that supports the program during adoption years and for program maintenance
- Clear scope and sequence of classes are created for a grade 6-8 pathway

High School

The curricular goals of the high school dual language program are to develop a high level of academic content in both languages, and enable students to graduate with an Oregon State Seal of Biliteracy. These courses may also include beginning ELLs, in order to allow for greater access to core content and gain credit towards graduation. The actual coursework depends not only on the course offerings, but also the student’s language ability and completed prerequisites.

- Math and science should be focused at the 9th and 10th grade to allow greater ELL participation and prerequisite credit attainment
- Heritage classes allow bilingual students to develop initial home-language literacy with the goal of accessing dual language classes later
- World Language Lit & Comp classes will be leveled from these initial heritage classes to preparation for Advanced Placement coursework
- Social studies electives, for example Chicano/Latino studies, are considered advanced from a literacy perspective and should be taken later in a student’s academic career



Instruction

There is a large body of research to support the direct link between high-quality instruction and positive student outcomes. This includes thoughtful planning, as well as strong implementation through instruction.

Reciprocal Interaction Model

One of the pillars of high-quality instruction is the reciprocal interaction model—genuine interaction between teacher and student that fosters critical thinking, promotes student agency, and emphasizes student learning over factual recall (Howard et al., 2007). Reciprocal instruction looks and feels more like facilitation than direct instruction. Teachers create the space for students to engage one another, learn cooperatively, and respond dynamically to problems and projects developed by the teacher.

Student Discourse and Learning Through Collaboration

Another pillar of high-quality instruction is the way teachers facilitate student discourse—and learning—through collaboration. The interstudent discourse required to collaborate creates the optimal space for negotiating new content and language for meaning. Lev Vygotsky values the engagement of students in their zone of proximal development, “defined as the area beyond what the learner can do independently, but where actions can be accomplished with the assistance of more able others” (Vygotsky, 1978). This shifts

the teacher’s role to one of facilitator—the guide in the room who creates “invitations” for students to apprentice themselves in the content, analytical practices, and language of the discipline (Heritage, Walqui, & Linqunti, 2015). The invitations are essential to language development, as they offer the time and space for students to experiment with language while negotiating class content.

Social Justice

Instruction should be provided with a lens of social justice and equity for our students. Dual language instruction should serve as a tool for narrowing the achievement gap by emphasizing dual language instruction as a means of developing language and literacy within content. Social justice teaching transforms and empowers historically marginalized students. Furthermore, it is a mega tool, providing access to content for ELL students, embracing and fostering student identity (e.g., self-esteem), and deliberately developing literacies (across content and languages) to emphasize transfer of knowledge.

Formative Assessment To Inform Instruction

Teachers must account for the specific needs of all learners during instruction. In both planning and implementation, a feedback loop of formative assessment will inform teachers’ planning and instruction to meet students’ needs. Formative assessment can be formal or informal—

simply listening to how students are using language to express their understanding of class content will reveal much about how and where to adjust instruction.

Time for Translanguaging

Dedicate a time for translanguaging: “flexible, dynamic languaging is what Garcia and others call ‘translanguaging.’ Thus, when bilingual teachers plan units that ask students to draw from all of their languages at all times, they help them meet academic standards and progress in their command of all their languages” (Valdés et al., 2015).

All students will benefit from scaffolding and differentiation in all areas of instruction regardless of their level of language proficiency. This is especially true for ELLs learning English and English-speakers learning a second language.

Grade-level considerations

Elementary School

Instruction should focus on strategies that can be transferred from one language to another in all content areas. Establishing strong biliteracy skills is crucial in elementary. In addition, scaffolding and differentiation also apply and are essential for all learners.

Middle School

The consideration noted above for elementary students remains important in middle school and high school. However, as students further develop language proficiency in both languages of instruction, teachers in grades 6–8 biliteracy programs should engage students in rigorous academic tasks that require dexterous language use. In order to foster strong acquisition in both languages, it is important to follow language objectives outlined by the district (Spanish mechanics or other partner languages).

High School

The instructional goals of the high school dual language program are to develop a high level of academic content in the partner language for two-way immersion students while allowing newcomer ELLs greater access to content. The language development of this class parallels that of students instructed in language arts (or ELL) classes, as well as in other content classes.



Assessment & Accountability

Dual language programs have the largest program effect sizes of all ELL program types. This instructional acceleration leads to higher than normal yearly achievement for ELLs and allows them to outgain typical native English speakers for each year that they participate in the dual language program (Thomas & Collier, 2002).

Teachers need to have a holistic understanding of their students and consider both languages when assessing a student's understanding of content (rather than language). "... The linguistic capacities of emergent bilingual learners are integrated, and we can never fully understand what a student comprehends and is able to do by examining only one language" (Valdés et al., 2015). Thus, students need to have the opportunity to demonstrate knowledge in their native language as their partner language is developing.

Assessment is a foundational component of the feedback loop between teacher and student in a dual language program. Through proper assessment, students demonstrate knowledge and abilities in terms of academic language, literacy, and content. This is to say that valid assessments must be aligned to both content and language standards.

Guiding Principles for Dual Language Education notes that assessment should be carried out in "consistent and systematic ways" and requires the use of "multiple measures in both languages to assess students' progress toward meeting bilingual

and biliteracy goals along with the curricular and content-related goals" (Howard et al., 2007). The site implementation team must account for the time teachers need to design common assessments, both summative and formative. Additionally, teachers will need the time to analyze and interpret the results of their common assessments. This system requires professional learning and discrete protocols to ensure that teachers are responding to student needs indicated on formative and summative assessments. Whether the site implementation team includes this protocol through regular learning teams or through periodic inservice activities, student assessment data should inform planning of future units to ensure that all students are reaching grade-level targets in each language of instruction.

Content should be assessed in the language of instruction. That being said, any time a given assessment hinders a student's ability to show content mastery, both languages should be allowed and encouraged. Teachers analyze how students are using both languages to demonstrate their learning and use that information to strategically inform further instruction.

Bilingual and dual language programs are using more multilingual approaches, such as interviews with parents, documenting interactions with students in both languages, and using anecdotal evidence and formative assessments that capture what students can do in two languages to identify student language abilities. These districts are questioning

the monolingual perspective that assesses student knowledge exclusively in one language and looks incorrectly at students as two monolinguals in one mind (Grosjean, 1989).

Nationally normed assessments in content, listening, speaking, reading, and writing are given in both *partner* languages on a regular basis. However, a variety of formal and informal assessments should be administered to track student progress in both languages. Below are examples of Beaverton School District assessments. New assessments should be explored.

Language assessments:

- ELPA 21
- Woodcock-Muñoz

Content assessments:

- SBAC
- Advanced Placement
- APRENDA (or other normed Spanish content test)
- ACT

Although literacy development is assessed in each language separately, the analysis should be concurrent in order to document students' biliteracy trajectories (Escamilla et al., 2014).

Formative assessment in both languages should take into account the different ways in which children develop their two languages orally so that “we don't mistake normal use of language for a sign of confusion or other problems” (Beeman & Urow, 2012).

Grade-level considerations

Elementary School

Entry considerations:

- Entry into the program at K-1
 - Demographic of native language speakers
 - Parent education and support of the program
 - If needed, a lottery system is developed for class selection
- Transfers from other dual language programs
- Entry into the program beyond grade 1
 - Based on school site
 - Priority is given to newcomer students from a country where the partner language is spoken

Middle School

Considerations for opening the program to newcomer students and offering access to content are important. It will be necessary to use a collection of short assessments to evaluate new candidates and to have a protocol for making this decision. The results could be used to match the student's partner language skills with the correct course placement. Assessment in content classes (such as math, science, and humanities) will follow course learning targets, with formative assessment of paralleled language objectives. Student success will be analyzed via demonstrated growth in grade-level learning targets.

continued next page



Assessment & Accountability (cont'd)

High School

Proper assessment and placement of dual language students must parallel the school and program mission. It is recommended that the high school partner language arts teachers develop and utilize an assessment that parallels their leveled partner language courses. Other considerations regarding initial assessment should include content-area assessment for course prerequisites, literacy level for newcomers, and general academic success for advanced classes. Assessment in content classes (such as math, science, and social studies) will follow course learning targets, with recommended formative assessment of language objectives. Student success will be monitored via progress in a given course's learning targets. Standardized tests will be used for supplemental information on program effectiveness.





Educator Effectiveness & Professional Learning

Students in dual language programs, as in any other classroom model, benefit most from great teachers and high-quality instruction. Darling-Hammond (2000) found that “the proportion of well-qualified teachers was by far the most important determinant of student achievement at all grade levels” irrespective of the particular need of specific student groups.

Instructional practices will be aligned with district definitions of effective instruction and teacher evaluation systems. One important marker of teacher quality is the ability to be openly and honestly reflective about practice. Reflection and commitment to professional growth are two chief factors that ensure teachers are not only high quality but also committed to improving over time.

Dual language teachers require specialized preparation on top of their development as classroom teachers. Dual language teachers must be experts in language development, and they “need native or nativelike ability in the languages in which they teach in order to provide cognitively stimulating instruction and to promote high levels of bilingual proficiency in students” (Howard et al., 2007).

Specific professional collaboration and training will be provided by the district for all dual language program staff. District-organized professional development in different content areas will be facilitated in the partner language when possible and appropriate. Advanced language

development opportunities in the partner language will be available when possible and appropriate. (See CAL Guiding Principles for more ideas.)

Focused professional discussion of contemporary English language development research will ensure that all staff members understand the language development process.

Dual language programs can further develop their teachers’ linguistic capacity by employing the same sort of content-through-language approach used for students. New teachers should be supported by supplemental collaboration opportunities, as well as bilingual classroom observation and mentorship.

Teacher effectiveness will continually be assessed based on district standards (5D+) but should also include a reflection/observation of suggested dual language instructional and engagement strategies. Professional learning should focus on providing the opportunity for a building’s dual language staff to develop shared language objectives, share teaching strategies, and collaborate on overlapping content. Additional professional learning should include the opportunity to visit dual language classrooms within and outside of the building and district. New teachers should be supported by supplemental collaboration opportunities, as well as bilingual observation and mentorship.

Effective educator principles and appropriate professional development



Educator Effectiveness & Professional Learning (cont'd)

are the same for all grade levels,
and consequently no grade-level
considerations are necessary.





Family & Community

Dual language programs depend on active support from families and the greater community. The program’s vision must reflect the values of the families and community it serves and, in turn, it is critical that families embrace the program’s vision and that the district is responsive to the community’s needs. Emerging programs should incorporate families and community members in the feedback loop as valued stakeholders in each phase of the program’s design.

In order for families and the community to fully embrace the program’s vision, the implementation team—and the entire school staff—must work to educate all stakeholders about the intricacies of dual language programs. This mutual understanding of the language development process, as well as the ins and outs of dual language programs, will encourage families to become program partners. An important recommendation from *Guiding Principles for Dual Language Education* is assigning a family liaison “who speaks the languages of the program [and] understands the needs of the parents in the community,” as well as the structure of the program (Howard et al., 2007).





Family & Community (cont'd)

Grade-level considerations

Elementary School

Program planners must find ample opportunities to communicate the purpose and vision of the school's dual language programs. Families are a critical stakeholder in this process, and their ownership of the program mitigates future challenges—such as student attrition—that become more common as coursework becomes more difficult beyond elementary school. Another factor to communicate is the process of language development. Students will need time to develop academic language proficiency in each language and, as such, state assessments may not reveal all that students know and are able to do. This factor is particularly important as students prepare to transition to grade 6.

Middle School

In middle school, it is important for program planners to clearly and consistently promote the benefits of bilingualism to the students and the community, as the tangible benefits of bilingualism may not be immediately realized. Student retention is particularly important. Consideration should be given to identifying a dual language program as an option during the program application process. Continuing to find ways for parents to share their funds of knowledge is essential to maintaining connections between families and schools throughout middle and high school (Moll, Vélez-Ibáñez, Greenberg, & Rivera, 1990). An effort should be made to encourage student retention in the program in the middle years by honoring the culture of the community and students' bilingual and bicultural identities.

High School

A fully realized K–12 dual language program allows students to graduate bilingual, biliterate, and prepared for a global world. The Oregon State Seal of Biliteracy not only recognizes rigorous coursework but also honors the positive attribute of being bilingual at a professional level and as a positive personal accomplishment. The promotion and offering of advanced dual language classes allows students to access rigorous content and to further their abilities. An astute counselor will monitor the unique needs of the ELL and dual language population. Extracurricular clubs (such as a multicultural club, Latino club, and multicultural soccer) honor culture and develop ties within the community. A school's community engagement activities should include bilingual presentations, Latino college night, and other events to foster family involvement.



Support & Resources

Dual language programs require additional investment—of effort, of commitment to a common vision, and of additional financial resources. Rigorous longitudinal research (Thomas & Collier, 2002), has shown that dual language programs have a positive impact on student outcomes over the term of a student’s experience in a K–12 immersion program. However, these outcomes require upfront investments, such as bilingual teacher pipelines and bilingual teacher retention programs. District staff should embrace dual language programs as an instrument for education equity, as longitudinal measures have demonstrated the effectiveness of dual language in eliminating achievement gaps.

All stakeholders must understand the complexities of these systems, and the school district must commit to dual language programs over the long term and ensure that “appropriate and equitable resources are allocated to the program to meet the content standards, vision, and goals of the program” (Howard et al., 2007). The process of developing dual language programs must be a thoughtful, informed, and iterative. It involves reaching out to a variety of stakeholder groups, conducting research on program design options, visiting existing programs, seeking funding sources not only for staffing the program but also for transporting students and obtaining specialized resources, and pulling together all the information into a program design that fits the goals of the district and the needs of the students.

Dual language programs are unique in some of the support and resources needed for success. Equitable access to resources, including authentic text and literature is important for program rigor and cultural relevance. When resources are not readily available in the partner language, professional translation services should be provided. The complexity of bilingual instruction and planning necessitates common and extended preparation time. This should be allocated for the DL teams to allow for program planning, student assessment, common language objective development and cross-curricular alignment.

Teacher Recruitment and Retention

- Endeavor to recruit high-quality bilingual/bicultural teachers
- Conduct thoughtful placement of dual language teachers based on experience, comfort with the program, language, and grade level
- Provide access to training, planning, collaboration, and materials within the school and through the district dual language program
- Ensure that teachers recruited for the dual language program embrace the vision of the program
- Provide new teachers with a mentor who is knowledgeable and experienced in a dual language program (when possible)



Support & Resources (cont'd)

The Welcome Center will work collaboratively with individual school teams to allocate resources to buildings based on a combination of data points to include demographics of the school, ELL population, and the design of the program

model chosen for the building. Additional support needed to effectively carry out the program model should be discussed with the Welcome Center staff.

Grade-level considerations

All Grade Levels

Access to dual language programs is critically important, especially when reaching students from language minority and low-income backgrounds. Families must understand what the program is and how it will benefit their child. Transportation may present a challenge related to program access. Program planners must take these additional costs into consideration, especially in long-term planning. Program staff must communicate clearly with the local school board and district leadership so that all embrace the program vision and plan for these additional expenses.

At points of program transition (e.g., pre-K to kindergarten, 5th grade to 6th grade, 8th grade to 9th grade) program staff and families must advocate for the program to mitigate program attrition. As it is difficult to take new students in the upper grades, program planners must prioritize student retention, and communicate these priorities to all program stakeholders.

Reflective Tool

This tool is designed to support both the implementation of new ELL programs and existing programs. This document is intended to be used collaboratively with a school-based implementation team comprised of teachers and school leadership, as well as other members of the school community. For grade-specific considerations, please consult the Guiding Principles descriptors on the preceding pages.

As a team, use the guiding questions in the following organizer to facilitate discussion and guide reflection on your school's program of choice to serve ELL students. Through careful analysis and rich discussion, take stock of each program consideration to determine whether it is (1) already in place, (2) not evident, or (3) a potential area to develop. Based on these determinations, the team can use the features under "Next Steps" to plan for short, and midterm solutions, as well as prioritize immediate action items. When planning, teams might consider the SMART Goal framework, delegating tasks as necessary for program success.

Program sustainability. To ensure that the program is healthy in years to come, this guide can serve as a reflective tool to guide an evaluation of your school's ELL program. As your school's implementation team completes its analysis, please consider the following questions:

1. How will the implementation team know when it has reached its program vision?
2. How will the team respond when it has met its program goals?
3. How and when will the implementation team return to this document to execute the plan?

Connections. How do your team's plans connect to other school programs, other district programs, and the school district's vision for the future?





Program Structure Reflective Tool

Program considerations	Guiding questions	Current status		Next steps		
		Already in place	Not evident	Potential areas to develop	Action items	Timeline Interim check-in date Final evaluation date
<p>Program Vision The program has a cohesive, shared vision and a set of goals that establish:</p> <ul style="list-style-type: none"> • High expectations for all students • Commitment to an instructional focus on bilingualism, biliteracy, and multiculturalism 	<ul style="list-style-type: none"> • Does the dual language program establish a clear vision that considers the perspectives of all stakeholders (i.e., students, families, community partners, teachers, administrators)? • Does the program follow best practices for implementing a 50/50 or 90/10 instructional model? 					
<p>School Environment The district, school, and community embrace the program and provide:</p> <ul style="list-style-type: none"> • A safe, orderly environment • A warm, caring community • Additive bilingualism for all students • Awareness of the diverse needs of students of different linguistic and cultural backgrounds • Students' native language and cultural communication style is honored and respected and should be utilized • Student's culture and language are viewed as assets • A commitment to honor and use the partner language in public settings (parent meetings, assemblies, translating announcements, etc.) 	<ul style="list-style-type: none"> • If the program is a strand within the school, does the program interact with the rest of the school? • Is one language clearly dominant in the school environment? Are languages balanced throughout? • Within the dual language program, does the school environment project the values established by the program vision? • Is the student's native language, communication style, and culture viewed as an asset? • In order to access content, are students' distinct communication style being utilized? • Is the partner language utilized in all public settings when possible? 					

Program considerations	Guiding questions	Current status		Next steps				
		Already in place	Not evident	Potential areas to develop	Action items	Interim check-in date	Timeline	Final evaluation date
<p>Program considerations</p> <p>School Leadership The implementation team and school principal lead the program towards its vision and goals.</p> <ul style="list-style-type: none"> • Advocate for the program • Coordinate the program based on planning • Design and facilitate professional learning and promote staff cohesion • Ensure equitable allocation of funds 	<ul style="list-style-type: none"> • Does program planning support the program vision? • Does the school leadership use the collective vision to drive planning toward the common program vision? • Does program leadership respond when implementation veers away from the program's vision? • Are the program goals clearly articulated to all stakeholders? 							
<p>Ongoing Planning With an eye for sustainability, the program guides implementation through careful planning.</p> <ul style="list-style-type: none"> • Goals align with the program's vision • The program articulates vertically through grades and iterates horizontally across grades • Instruction guided by an evolving scope and sequence that is developmentally, linguistically, and relevant 	<ul style="list-style-type: none"> • Does the program vision reflect the values of the school, community, and purpose of the program? • Does the program have a set of short-term and midterm goals to realize its vision? • Does the program's scope and sequence account for simultaneous language, literacy, and content learning? 							



Program Structure Reflective Tool (cont'd)

Program considerations	Guiding questions	Current status		Next steps		
		Already in place	Not evident	Potential areas to develop	Action items	Timeline Interim check-in date Final evaluation date
<p>Language Development The program is founded on principles that are supported by research and best practice.</p> <ul style="list-style-type: none"> Principles of second language development Bilingual and immersion theory and research Effective instructional methodologies and classroom practices Belief in and commitment to the dual language education model 	<ul style="list-style-type: none"> Does best-practice research guide teaching and learning in the dual language program? Are both languages of instruction given equal status in the school? Do teachers and all program staff understand and apply the principles of second language development? Does the program promote the partner language in the school, school district, and community? Does the program use a specific model to deliver content and language instruction (e.g., 50/50, 90/10)? Does the school have criteria for entry and exit into the program? Does the school conduct interviews or have a collection of assessments to determine students' needs and strengths? 					
<p>Program Entry Criteria Individual schools should develop a protocol to analyze students' needs and strengths to determine program placement.</p>						

Program considerations	Guiding questions	Current status		Next steps		
		Already in place	Not evident	Potential areas to develop	Action items	Interim check-in date
<p>Master Schedule Master schedules reflect the system into which dual language programs fit. They cover everything from the arrival bell, student lunch, class times, to the departure bell. Master schedules in a dual language program are even more complex, having to account for the balance of program languages, as well as the required teacher collaboration for effective programs.</p>	<ul style="list-style-type: none"> Does the master schedule facilitate teacher collaboration through common and extended preparation time? Depending on the instructional model, does the master schedule allocate appropriate instructional time to each program language? As a cohort moves through grades, does the master schedule shift with the content and language needs of the cohort? 					



Curriculum Reflective Tool

Program considerations	Guiding questions	Current status		Next steps		
		Already in place	Not evident	Potential areas to develop	Action items	Timeline Interim check-in date Final evaluation date
<p>Cultural Relevance Curriculum levers relevant themes and topics as vehicles to engage students in standards-aligned learning.</p> <ul style="list-style-type: none"> • Curriculum weaves culturally relevant content with grade-appropriate skills and language standards • Unit themes promote connections and cross-cultural exchange 	<ul style="list-style-type: none"> • Does the curriculum reflect the values of the student's home community? • Does the curriculum offer an authentic, unassuming, perspective of student culture? • Does the curriculum promote cross-cultural exchange? 					
<p>Alignment Curriculum provides a plan to affect learning aligned horizontally across one grade level and vertically across previous and subsequent grades.</p> <ul style="list-style-type: none"> • Curricular coherence through horizontal and vertical alignment • Curriculum at each grade level details what students must know and be able to do by the end of each grade • Each grade's expectations articulate to the next grade level 	<ul style="list-style-type: none"> • Does the curriculum incorporate regular opportunities to practice language through academic discourse? • Does the curriculum align to grade-appropriate content standards? • Do teachers on the same grade team collaboratively design and implement curriculum; how do they collaboratively compare and contrast outcomes? • Does the curriculum offer opportunities to develop language, literacy, and content knowledge simultaneously? 					

Program considerations	Guiding questions	Current status			Next steps	
		Already in place	Not evident	Potential areas to develop	Action items	Timeline Interim check-in date Final evaluation date
<p>Depth How does the curriculum challenge all learners to engage in critical thinking?</p> <ul style="list-style-type: none"> • Provides cooperative learning opportunities to extend critical thinking into collaborative space • Includes appropriate scaffolds and differentiated supports so all students can access rigorous, engaging learning 	<ul style="list-style-type: none"> • Does the curriculum incorporate higher order thinking? • Does the curriculum account for diverse learners? • Does the curriculum enrich the student learning experience? • Does the curriculum incorporate appropriate scaffolds for students to engage deep concepts? 					
<p>Thematic Integration The themes integrate language, content, and analytical practices in culturally relevant units of study.</p> <ul style="list-style-type: none"> • Coherence throughout the year—unit themes complement one another • Cross-curricular coherence—unit themes connect across content and language 	<ul style="list-style-type: none"> • Do the unit themes connect to: <ul style="list-style-type: none"> – Previous learning – Future learning – Other subjects 					
<p>Enrichment vs. Remediation Dual language programs are built to enrich, not remediate. Curricular planning must:</p> <ul style="list-style-type: none"> • Challenge students with deep critical thinking • Promote literacy development in the partner language and English • Promote academic language development in the partner language and English 	<ul style="list-style-type: none"> • Does the curriculum enrich the student learning experience? • Does the curriculum push students to extend and apply their learning across contexts? • Does the curriculum extend opportunities to build language and literacy skills within complex content? 					



Instruction Reflective Tool

Program considerations	Guiding questions	Current status			Next steps	
		Already in place	Not evident	Potential areas to develop	Action items	Timeline Interim check-in date Final evaluation date
<p>Integrating Language, Content, & Analytical Practices</p> <p>Dual language programs have the added challenge of integrating the grade-level standards with language and literacy development. Instruction in a dual language program should:</p> <ul style="list-style-type: none"> Weave language and literacy in the target language within content Create many opportunities for students to use the target language to negotiate class content 	<ul style="list-style-type: none"> Do program teachers foster critical thinking and meaningful student discourse in the target language? Does the teacher create invitations for students to apprentice themselves in the language, content, and analytical practices specific to the class context? 					
<p>Multimodal Exposure to Academic Language Through Content</p> <p>As a core principle of language development, students must exercise all four modalities (listening, speaking, reading, and writing) as they develop English and the partner language.</p> <ul style="list-style-type: none"> Teachers weave language development tasks into class content Teachers recognize language structures within the partner language and English and provide explicit language development instruction 	<ul style="list-style-type: none"> Do teachers create the opportunity for students to engage class content through each of the modalities in both the partner language and English? Do listening and speaking complement reading and writing tasks? Do teachers embed language development within class content? 					

Program considerations	Guiding questions	Current status			Next steps		
		Already in place	Not evident	Potential areas to develop	Action items	Interim check-in date	Timeline Final evaluation date
Sheltered Instruction In both the partner language and English, sheltered instruction ensures that students, irrespective of their language proficiency, can access class content. <ul style="list-style-type: none"> Teachers employ a variety of strategies to create points of access into class content 	<ul style="list-style-type: none"> Do teachers create multimodal scaffolds into class content? 						
	<ul style="list-style-type: none"> Are there deliberate scaffolds into class content differentiated for students based on their language and content proficiency? 						
Formative Assessment Ongoing formative assessment creates a feedback loop between teacher and student. Multiple sources of input from students will indicate how to best support students in language, literacy, and content in both English and the partner language. Formative assessment doesn't have to be formal—careful attention to student output reveals much about the depth of mastery of language, literacy, and content standards.	<ul style="list-style-type: none"> Do teachers create clear learning targets for class content and language development? 						
	<ul style="list-style-type: none"> Does student output reveal what they know and are able to do in the partner language and English? 						
	<ul style="list-style-type: none"> Do teachers create multiple opportunities for students to show what they know and are able to do in English and the partner language? 						
	<ul style="list-style-type: none"> Do teachers use formative assessment data to reflect on their practice? 						
	<ul style="list-style-type: none"> Do teachers share data with colleagues in professional learning teams? 						



Instruction Reflective Tool (cont'd)

Program considerations	Guiding questions	Current status		Next steps				
		Already in place	Not evident	Potential areas to develop	Action items	Interim check-in date	Timeline	Final evaluation date
<p>Flexible Grouping & Cooperative Learning</p> <p>Cooperative learning creates the space for students to engage and discuss class content in both the partner language and English. Flexible grouping strategies enable teachers to structure groups heterogeneously or homogeneously by language background. These concepts are indispensable in dual language programs.</p> <ul style="list-style-type: none"> Heterogeneous groups leverage student strengths as models in the partner language Teachers might employ homogeneous groups to differentiate language and content skills for particular student groups 	<ul style="list-style-type: none"> Do students engage cooperatively to solve complex problems while exercising academic language structures in the partner language and English? 							
<p>Culturally Responsive Instruction</p> <p>Teachers engage students by designing instruction that integrates students' cultural, linguistic, and academic funds of knowledge.</p>	<ul style="list-style-type: none"> Do teachers have a system to flexibly arrange students based on instructional priorities and student needs? Do teachers treat students' cultural, linguistic, and academic funds of knowledge as assets? 							



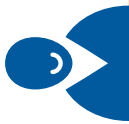
Assessment & Accountability Reflective Tool

Program considerations	Guiding questions	Current status		Next steps		
		Already in place	Not evident	Potential areas to develop	Action items	Timeline Interim check-in date Final evaluation date
<p>Monitors Program Effectiveness Assessments, implemented in “consistent and systematic ways,” can reveal much about how students negotiate content in English and the partner language.</p>	<ul style="list-style-type: none"> In terms of student progress, do teachers and program staff monitor student growth to determine if the program is reaching its goals? Does this information reveal the health of the system? 					
<p>Includes Multiple Measures Multiple points of input create a deeper, clearer picture of how students are progressing in language, literacy, and content in the partner language and English.</p>	<ul style="list-style-type: none"> Does the dual language program embed multiple measures of student progress? Do assessments measure progress in content standards, literacy, and language development in both languages of instruction? 					
<p>Assesses Content & Language Skills in Both Languages of Instruction Programs must track student growth in both the partner language and in English. Assessments of content standards should occur in the language of instruction.</p>	<ul style="list-style-type: none"> How will the dual language program assess individual student progress in language, literacy, and content in both English and the partner language? Does assessment information provide critical reading measures like fluency, comprehension, and vocabulary use? 					
<p>Data Analysis The school disaggregates student data by subgroup, using both school-level data teams and classroom-based learning teams. Teams of teachers and administrators analyze formative and summative assessment data to understand how students are performing relative to standards.</p>	<ul style="list-style-type: none"> Does student data, both formative and summative, reveal students’ mastery of the content standards, language, and literacy features of each language of instruction? Do teachers and school data teams disaggregate this information to learn more about how students fare in content, language, and literacy? 					



Assessment & Accountability Reflective Tool (cont'd)

Program considerations	Guiding questions	Current status		Next steps	
		Already in place	Not evident	Potential areas to develop	Action items
<p>Data Inform Programmatic & Instructional Decisions Teachers follow a formative assessment cycle to inform instructional decisions. Student performance relative to standards supports teachers in planning instruction best suited to their students' needs.</p>	<ul style="list-style-type: none"> • What do teachers and program staff do with the results of data analysis? • Are the results used to inform planning and instruction? 				
<p>Assessment Literacy The school commits to building capacity in assessment literacy. Teachers know how to design performance tasks linked to specific language and content standards. The school provides further professional learning to analyze and interpret results and determine how the results can inform future instructional decisions.</p>	<ul style="list-style-type: none"> • What types of professional learning will build teacher capacity in assessment literacy? • What types of data protocols are in place to guide analysis and interpretation of student data? 				



Educator Effectiveness & Professional Learning Reflective Tool

Program considerations	Guiding questions	Current status			Next steps		
		Already in place	Not evident	Potential areas to develop	Action items	Interim check-in date	Timeline Final evaluation date
<p>Teacher Certification & Preparation Effective, fully credentialed bilingual teachers are difficult to find, but it's clear that the most important marker of student achievement is access to highly qualified teachers.</p>	<ul style="list-style-type: none"> • Are teachers prepared with a deep understanding of the dual language program structure? • Are teachers prepared with effective pedagogy and strategies for dual language instruction? 						
<p>Expertise in Language Development Teachers, on both sides of a dual language program, must be experts in developing language while simultaneously teaching content, skills, and literacy in the language of instruction. Given the complexity of this task, teachers must have preparation and continued professional learning.</p>	<ul style="list-style-type: none"> • Is professional learning in second language development offered and encouraged by the school? • Do teachers collaborate to share best practices, in the partner language and English, in language development? • Are language development strategies shared schoolwide? 						
	<ul style="list-style-type: none"> • Are there deliberate attempts to encourage the transfer of language and literacy skills? 						
	<ul style="list-style-type: none"> • Does the program measure language mastery of teachers on each side of the program? • Does the program consider language mastery when making hiring decisions? • Does the program support teachers in further developing their language mastery? 						
<p>Language Mastery Teachers, on each side of the dual language program, have native or native-like ability in the language of instruction. It's recommended that teachers on the English side of the program have some exposure to the partner language, especially in the early grades.</p>							



Educator Effectiveness & Professional Learning Reflective Tool (cont'd)

Program considerations	Guiding questions	Current status			Next steps		
		Already in place	Not evident	Potential areas to develop	Action items	Interim check-in date	Timeline Final evaluation date
<p>Professional Learning The dual language program establishes priorities for professional learning. Professional learning is developed collaboratively and transparently with staff, and is part of the program's commitment to continual improvement.</p>	<ul style="list-style-type: none"> • Are there clear priorities for professional learning? • What role do teachers have in establishing priorities for professional learning? • Does the professional learning contribute to continual improvement? • Does the program provide sustained follow-up to concepts presented in professional development time? • Does the program incorporate concepts from professional development into professional expectations? • What systems are in place to enable learning walks to occur with minimal impact to teaching and learning? • What are the professional expectations of learning walks? • How are teachers and administrators expected to follow up after conducting learning walks? • What norms are in place for guiding rounds of learning walks? 						
<p>Learning Walks & Professional Reflection The program creates the space for focused learning walks. These rounds of observations are focused through defined instructional lenses with the purpose of exchanging best practice. Learning walks are a foundational tool for professional growth, and are accepted as a professional norm and as an opportunity for personal and professional growth.</p>							

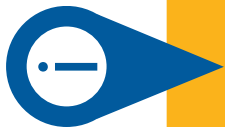
Program considerations	Guiding questions	Current status		Next steps				
		Already in place	Not evident	Potential areas to develop	Action items	Interim check-in date	Timeline	Final evaluation date
Professional Collaboration The program enables, encourages, and expects professional collaboration through horizontal (within grade levels) or vertical (across grade levels) learning teams.	<ul style="list-style-type: none"> Does the master schedule create the space for professional collaboration? 							
	<ul style="list-style-type: none"> Are learning teams guided by common professional norms and student-focused protocols? 							
	<ul style="list-style-type: none"> Does school leadership establish collaborative expectations for learning teams? 							
	<ul style="list-style-type: none"> Does school leadership establish expectations for and coach learning team norms and protocols? 							



Family & Community Reflective Tool

Program considerations	Guiding questions	Current status			Next steps	
		Already in place	Not evident	Potential areas to develop	Action items	Timeline Interim check-in date Final evaluation date
<p>Home/School Collaboration The school actively communicates the value of biliteracy through strong connections to family and community partners. The school embodies the values of multiculturalism and biliteracy, and serves as a community center to exchange culture, language, and the value of education.</p>	<ul style="list-style-type: none"> Does the school encourage collaboration with family and community partners? Does the school project and communicate its values to family and community partners? What role does the school and its values play in the community? Are families of diverse backgrounds represented on a school or program advisory board (PTA, PTO, PAC)? 					
<p>Home & Community Contribution Families, community members, and community-based organizations are empowered to contribute their strengths to the school community. The school community values the contributions of diverse voices that are representative of the school community.</p>	<ul style="list-style-type: none"> Does the school create opportunities for families and community members to actively contribute? Does the school value the strengths families and community members can offer the school and dual language program? Are families and community members invited to contribute skills to support the vision of the program? 					
<p>School Environment The school establishes a welcoming atmosphere for all members of the school community. From staff to parents, all understand and work to embody the values and expectations of the dual language program.</p>	<ul style="list-style-type: none"> Does the school project a welcoming atmosphere to students, families, and community members? Does the atmosphere communicate the school's values of biliteracy and multicultural exchange? Do all staff members communicate these values and perpetuate the welcoming atmosphere? 					

Program considerations	Guiding questions	Current status		Next steps			
		Already in place	Not evident	Potential areas to develop	Action items	Interim check-in date	Timeline Final evaluation date
<p>School & Program Vision The school communicates and projects its vision for biliteracy and multiculturalism to all school and community stakeholders. Additionally, the program clearly communicates the value of biliteracy and the importance of remaining in the program through high school.</p>	<ul style="list-style-type: none"> Does the atmosphere communicate the school's values of biliteracy and multicultural exchange? Are the school's values integrated into the daily routine of students, staff, and the school community? 						
<p>School-Based Parent/Community Liaisons The school commits a family liaison to communicate the program's vision and foster advocacy for the program. Additionally, the family liaison serves as a critical conduit of information and cultural exchange between home and school.</p>	<ul style="list-style-type: none"> Does the school create a personal bridge between families, the community, and the school? Does the school-family liaison reflect and communicate the values of the school? 						
<p>Communication The program projects its vision into the community to promote its values and recruit new families.</p>	<ul style="list-style-type: none"> Does the school interface with various community-based organizations to promote biliteracy and recruit new students? Does the program use multiple modes of communication to message its values to the community around the school? 						



Support & Resources Reflective Tool

Program considerations	Guiding questions	Current status		Next steps		
		Already in place	Not evident	Potential areas to develop	Action items	Timeline Interim check-in date Final evaluation date
<p>Program considerations</p> <p>Equitable Allocation of Resources Given that equality isn't equity—the local school board, district, and school staff understand how to distribute resources to equitably fund the dual language program.</p>	<ul style="list-style-type: none"> Does the school district, local school board, school, and district leadership plan for allocating resources to the dual language program? Do students have access to authentic texts? Are there resources allocated with a plan for the translation of instructional materials not written in the language of instruction? Do program partners have a vision and plan for future expansion? 					
<p>Program Permanence The local school board, school district leadership, and school leadership have a long-term plan to grow the dual language program through 12th grade.</p>	<ul style="list-style-type: none"> Does the program have a place in the district's vision for the future? Does the district embrace the program's values and project the dual language program as an asset? Does the school board and school district have a plan to connect a full K-12 biliteracy pathway? 					
<p>Program Advocacy School, family, and community stakeholders embrace the program vision and advocate for continuous improvement and program expansion.</p>	<ul style="list-style-type: none"> Does the program support all community stakeholders in communicating the program's values to others? Does the program support stakeholders in representing and advocating for the dual language program and its vision for biliteracy and multiculturalism? 					

Program considerations	Guiding questions	Current status			Next steps	
		Already in place	Not evident	Potential areas to develop	Action items	Timeline Interim check-in date Final evaluation date
<p>Human Resources</p> <p>The local school board, school, and district leadership have a robust plan for recruiting and retaining highly effective biliterate, multicultural staff members that embrace and reflect the values of the dual language program.</p>	<ul style="list-style-type: none"> Does the district have a dependable pipeline of highly qualified bilingual teachers? Does the district have a strategy for retaining highly qualified teachers? Does the district equitably distribute highly qualified bilingual teachers where needed? 					
<p>Transportation</p> <p>Dual language programs frequently operate as a strand within a school, or as a magnet program attracting students from throughout the school district. Transportation represents an accessibility challenge. Accessible transportation helps families overcome barriers of distance and income.</p>	<ul style="list-style-type: none"> In the case of a district magnet program, are transportation alternatives available to families throughout the district? In the event that the district has multiple dual language programs, do most students have access to high-quality dual language programs? 					
<p>School District/School Board Support</p> <p>Research shows that dual language programs are effective tools for narrowing or eliminating achievement gaps. Districts with well-established programs depend on committed school boards and the expertise and support of experienced district leadership.</p>	<ul style="list-style-type: none"> Does district leadership embrace the dual language program's vision for biliteracy? Does district leadership and the school board actively advocate for the program? Does district leadership and the school board have a common vision for a K-12 biliteracy pathway? 					

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