Making the Transition: Moving Your Elementary Dual Language Immersion Program Successfully to Secondary

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Transitioning to Secondary

For a strong, successful, and sustainable dual language immersion program at secondary,

• Start early!
• Collaborate!
  • Student retention/recruitment
  • Master Schedule
  • Staffing
  • Courses
  • Curriculum
Start Early!

- When your program reaches third grade, it is time to start planning for a smooth transition into middle/junior high school.
- Contact feeder middle/junior high school(s) and invite them to collaborate with you.
- Invite district representatives, such as those in Curriculum & Instruction/Educational Services, Human Resources, Secondary Education, and English Learner Education who are in decision-making positions to participate, as well.
Collaborate!

• Joint effort
  • District administrators
  • Site administrators from elementary, middle/junior high, and high school feeder(s)
  • Teachers from elementary, middle/junior high, and high school feeder(s)
  • Survey students, parents
  • May want to also include parents of students going into the middle school program on the team

• Meet regularly
• Develop an action plan and timeline
Possible Timeline to Consider

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<th>3 years out</th>
<th>2 years out</th>
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<td><strong>Program and Implementation Models</strong></td>
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<td>• Program reached 3rd grade</td>
<td>• Research secondary DLI programs</td>
<td>• Present program to all stakeholders</td>
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<td>• Contact feeder schools</td>
<td>• Visit successful programs</td>
<td>• Create DLI teacher job description</td>
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<td>• Assemble design team</td>
<td>• Consult with experts</td>
<td>• Determine options for class offerings</td>
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<td>• Set initial meeting dates</td>
<td>• Begin initial implementation plan</td>
<td>• Research instructional materials and curriculum</td>
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<td>• Develop plan and timeline</td>
<td>• Do not hallucinate.</td>
<td>• Create master schedule</td>
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**Pedagogical Decisions**
- Survey parents and students
- Survey current staff
- Determine options for class offerings
- Research instructional materials and curriculum
- Create Master Schedule

**Program Staffing**
- Inform interested candidates
- Create DLI teacher job description
- Create interview protocol for DLI teachers
- Publicize job openings
- Connect with university programs
- Create PD plan

**Student Recruitment**
- Plan publicity campaign
- Determine entry criteria
- Plan pathways awards
- Schedule parent information meetings

**Program Staffing**
- Present program to all stakeholders
- Refine program plan based on feedback
- Create budgetary plan
- Create plan for evaluation

**Possible Timeline to Consider**
- 3 years out
- 2 years out
- 1 year out

**Collaborate!**
- Create action plans
- Identify resources and who’s responsible
- Communicate the transition plan with families, community
- Celebrate milestones along the way!
Student Retention/Recruitment

- **Publicity for** secondary program (grades 6/7-12)
  - Focused on **parents** as well as **students**
- **Need a full cohort** (~30+ students) to help with **budget** and **scheduling**
- **Consider recruiting** students with **high levels of proficiency** in the **target language**
- **Join program with other pathway programs** at **high school**
  - Can **start the pathway** in middle/junior high
  - **Not all want to be translators/interpreters**
- **Consider having Pathways Awards for 6th-12th**
Master Schedule

- **Dual program classes** should have **priority** in drafting the **master schedule**.
- **Person responsible** for drafting the master schedule **should be very familiar** with the **dual program** or have **someone who is assist**.
- Dual program **classes** should **not be held** during time **outside** of the **regular school day unless all dual students have transportation** to attend.
- **Dual program classes** should **not conflict** with **other classes** that students may want or need to take.
Program Staffing

• In most states, a bilingual credential/authorization needed.
• Not all bilingual secondary teachers possess one.
• Survey district staff to see who might be interested in teaching in the dual language immersion program.
• Offer opportunities for current district teachers who are bilingual to take the test(s) or courses to get credential/authorization.
Program Staffing

- There should be a **differentiated job description** for **dual language teachers** that **requires a high level of biliteracy** (listening, speaking, reading, and writing).
- If not, you **will not be able to evaluate** the teacher’s language proficiency or pedagogy in the **target language**.
- A **portion** of the job **interview** should be **conducted** in the **target language**.
- There should be **at least one person** on the **interview panel** who is a **native speaker** of the **target language**.

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Program Staffing

- There should be a **writing prompt** in **both English** and the **target language**.
- The **writing prompt** in the **target language** should **not be a translation**.
  - It should be an **open-ended response to a reading** in the **target language** to provide the **opportunity** for the **applicant** to **demonstrate** high levels of **academic language** and **fluency** in the **writing**.
- The **writing prompt** in **English** should aim to **uncover** the **applicant’s disposition** and **beliefs** around the **value of biliteracy**.
Program Staffing

- **Recruit teachers** from outside the district.
- **Consider** offering stipends, extra release days.
  - Must “meet or beat” to gain the best of the available teachers.
- **Provide teachers interested** in teaching in your DLI program the opportunity to visit DLI classrooms before and after they are hired.
  - Elementary as well as secondary

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Program Staffing

- Provide **professional development** for teachers (hired but not yet placed, new to DLI, experienced in DLI) to **enhance** their **academic language** in the **target language** for the **content area(s)** that they teach.
- As openings become available, **hire teachers** with **bilingual credentials/authorizations**.
- **Goal**: at least one teacher in each content area who is **credentialed/authorized** to teach in dual program.
Courses

- Reconsider rigor of world language courses.
- To be considered an immersion program, at least 2 courses in target language are needed.
- Advanced Placement courses (language, literature) can be offered in several target languages.
- At the high school level, consider A-G (college prep/level) courses in the target language.
- Consider internships in the community using the target language in high school.
Curriculum

- Appropriate curriculum may determine the courses offered in target language.
- Curriculum is often contested
  - Language politics within communities
- Teachers proficient in target language should be a part of the committee to select the curriculum
- Curriculum should align with program goals
- Core curriculum bought with general fund money
Curriculum

• If bought from outside of state/country, remember it must align with state content standards

• Teachers should not have to translate or create their own materials.

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