Secondary Dual Language Immersion Institute:
Developing a Strong, Successful and Sustainable Program

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Secondary DLI Institute Overview

• Defining secondary dual language immersion (DLI)

• Foundation for a strong, successful, and sustainable secondary DLI program

• Identify a process for transitioning a DLI program to middle school and high school

• Plan courses and curriculum for secondary DLI programs
Secondary DLI Institute Overview

• Explain *Master Schedule* implications

• Explore *staffing considerations* for a secondary DLI program

• Identify *effective features* of a secondary DLI classroom

• Recommend ways to *recruit* and *retain students* in the secondary DLI program
Definition of a Secondary DLI Program

Dual language education programs provide academic instruction through English and a second or partner language (e.g., Spanish, Mandarin). Ideally secondary dual language programs continue to offer 50% of their instruction in the partner language; however, minimally a secondary school is considered a dual language program only if it offers at least two partner language courses per grade level, including one content course (e.g., biology, world history, theatre, psychology) and one partner language arts course (e.g., Spanish 4 DL, AP Mandarin, AP Spanish literature).


The Three Pillars of Dual Language

Bilingualism & Biliteracy
High Academic Achievement
Sociocultural Competence
Researchers and educators have identified several characteristics associated with high-quality schools and programs, including vision and goals; equity; leadership; and processes for model design, refinement, planning and implementation.


Where is your DLI program at?

How many years until your DLI program reaches secondary?

One year  Two years  Three years  Four years  Five years
Getting Started...

Start Early!

• **Early planning** is essential for a smooth **transition** into secondary.

• It is recommended that **planning** for transition into **middle/high school** should **begin** when a program reaches **3rd grade**.
Possible Timeline to Consider

**Initial Planning**
- DLI program has reached 3rd grade
- Contact feeder schools
- Assemble secondary DLI planning team
- Set initial meeting dates
- Develop plan and timeline

**Program and Implementation Models**
- Research secondary DLI programs
- Visit successful secondary DLI programs
- Consult with secondary DLI experts
- Begin initial implementation plan based on the Guiding Principles for Dual Language Education, 3rd ed.

**Pedagogical Decisions**
- Survey parents and students
- Survey current staff
- Determine options for DLI class offerings
- Integrate with career pathway(s)
- Research DLI instructional materials and curriculum
- Create sample Master Schedule for middle and high school

**Program Support**
- Present DLI program plan draft to all stakeholders
- Refine DLI program plan
- Create DLI budgetary plan
- Include in LCAP
- Create plan for DLI program reflection
- Create plan for DLI student monitoring (language development and academic achievement)

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

**Student Recruitment**
- Plan publicity campaign
- Determine secondary DLI entry and exit criteria
- Plan Pathways to Biliteracy awards
- Schedule parent information meetings
- Recruit students who were not in a DLI program

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Planning for Secondary DLI Success

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Secondary DLI Planning Committee

We recommend that a planning committee be formed to ensure a smooth transition to secondary. Members of the planning committee should include those who are:

• knowledgeable about DLI research.
• committed to the goals of DLI education.
• passionate about promoting equity and social justice education.

It takes time and strategic planning to build a strong, successful, and sustainable secondary DLI program!

Secondary DLI Planning Committee

All stakeholder groups should be represented, including:

• From the elementary DLI program:
  • Elementary DLI principal
  • Elementary DLI teacher(s)
  • Elementary DLI parents

• From the feeder middle/high schools:
  • Middle/high school administrators
  • Middle/high school teachers, especially from the World Language Dept.
Secondary DLI Planning Committee

• From district office:
  • Curriculum and Instruction
  • Human Resources
  • Elementary and Secondary Educational Services
  • College and Career Readiness

• Other stakeholders:
  • School Board member
  • Union representative
    • Certificated
    • Classified

Ownership and Commitment

Engaging all committee members in the planning process creates a sense of ownership and commitment to the secondary DLI program.

• Support all members in becoming active members in the secondary DLI planning process
• Assign members tasks that are within the scope of their capabilities
• Hold each other accountable
• Celebrate when tasks are completed or goals are met!
Planning for DLI Success

• Create a meeting schedule to begin planning the transition
  • Designate a staff member to be the point of contact and person responsible for scheduling planning meetings

• Develop an action plan and timeline
  • Set due dates for action items
  • Set protocols for reporting completion of action items

A Vision for DLI Success

Create a vision and mission statement for the secondary DLI program (if there is not already one in place for the district-wide DLI program) to guide the planning and implementation of the program
Identifying and Accessing Resources

• In California, funding resources for developing the secondary DLI program should be identified in the district Local Control Accountability Plan (LCAP) and Single Plan for Student Achievement (SPSA).

• In other states, there should be a budget for the many areas of development for the secondary DLI program.
Identifying and Accessing Resources

**Research** to guide the DLI Planning Committee:


Identifying and Accessing Resources

**Professional books:**

- *Dual Language Education* By Kathryn J. Lindholm-Leary
- *Creating Dual Language Schools for a Transformed World: Administrators speak* by Virginia P. Collier and Wayne P. Thomas
- *Why Dual Language Schooling?* by Wayne P. Thomas and Virginia P. Collier
- *Dual Language Design: Program Planning and Implementation* by Sonia Soltero
- *Teaching for Biliteracy* by Karen Beeman and Cheryl Urow
Identifying and Accessing Resources

Professional organizations:

• CAL – Center for Applied Linguistics  www.cal.org

• CARLA – Center for Advanced Research in Language Acquisition  www.carla.umn.edu

• CABE – California Association for Bilingual Education  www.gocabe.org

• NABE – National Association for Bilingual Education  www.nabe.org

Identifying and Accessing Resources

Websites:

• http://sdcoe.net/lls/english-learner/Pages/dl-resources.aspx

• https://commoncore-espanol.sdcoe.net/

• http://teachingforbiliteracy.com

• https://californianstogther.org/

• https://duallanguageschools.org/

• https://cde.ca.gov/sp/el/er/sealofbiliteracy.asp
Identifying and Accessing Resources

Videos:

• Middle School Promo Video
  https://www.youtube.com/watch?v=GVwewPEjq_g

• Bilingual Program: Academic Content in Two Languages
  https://youtu.be/fyfxUZpRTGo

Identifying and Accessing Resources

Visit existing middle/high school DLI programs

• Check with local education or professional organizations for referrals to strong, successful, and sustainable programs
• Talk with district and site administrators, teachers, students
• Observe classes being taught in the target language
• Look for how the DLI program intersects with college and career pathway programs
• Take planning committee representatives on visit
Identifying and Accessing Resources

If nearby, consider networking with the site and its administrators and teachers on a regular basis.

• They can be of great assistance as you plan to transition!

Secondary DLI Courses

- Mathematics
- Biology
- English
- French
- Chemistry
- Physics
- Economics
- History
Students moving up from elementary DLI programs have **linguistic** and **academic** needs that go **beyond** what current courses at their grade level may offer.

- World Language courses may need to be:
  - **added** to the Master Schedule and teachers hired if there are currently no World Language courses offered at the middle school level.
  - **revised** for **rigor** (e.g., *Spanish for Spanish Speakers*...is it challenging enough?).

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“**Bridging**” courses may need to be **developed**.

- Remember, **at least 2 courses** need to be offered in the **target language** to be considered a **DLI program** at the **secondary** level.
- At the high school level, **not unusual** for 9th graders to take **AP Language**, and 10th graders to take **AP Literature**.
  - What comes next? A third World Language?
DLI Courses for Diverse Groups

The specific needs of newcomer students should also be considered when developing courses for the DLI program.

• *Spanish for Spanish Speakers* courses allow students to continue to build their native language literacy skills.
• Provide a comfortable space for students to learn about how US schools work
• Allows them to build relationships with other bilingual students
• Promotes use of target language by all DLI students

Planning Secondary DLI Courses

Parent, student, and teacher input can provide a starting point when beginning to plan for the secondary DLI program.

• Survey parents for desired secondary DLI program outcomes
• Survey students for desired secondary DLI experiences
• Share data with secondary DLI planning committee
**College and Career Considerations**

- Explore how DLI courses might be integrated in college and career pathways.
- At the high school level, consider offering A-G (college prep/level) courses in the target language.
- Advanced Placement courses (language, literature) can be offered in several target languages.

**Embedding DLI into Pathways**

- DLI courses can be embedded within other college and career pathway programs offered at middle/high school, including:
  - Healthcare,
  - Arts,
  - Leadership,
  - Technology,
  - Hospitality, etc.

- Not all DLI students want to be translators or interpreters...
Secondary DLI Curriculum/Instruction

The secondary DLI planning committee should research curriculum resources available in the target language before finalizing DLI course offerings.

- Contact curriculum department staff from existing secondary DLI programs
- Contact vendors for a list of available curriculum in the target language(s)
- Contact university programs for ideas on resources available in target language
**DLI Curriculum Selection**

Curriculum availability **may affect** the selection of courses **to be offered** in DLI program.

- There **may not be curriculum available** in the target language for the course that you want to offer.
- Curriculum content **may be transferable** without large amounts of **translation**.

*Teachers should not have to create or translate their curriculum.*

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**DLI Curriculum Alignment**

- DLI curriculum **must align** to state **content standards**.
- When acquired from another country or state, district should provide support to **assure that content is aligned to your state standards**.
- DLI curriculum **must prepare** students to meet **accountability and graduation requirements**.
DLI Curriculum Support

• **Professional development** should be provided to support understanding of DLI curriculum and **alignment** to content standards prior to DLI program implementation.

• DLI program curriculum should be acquired through **general funds** since courses will form part of **core program**.

Secondary DLI Instructional Practices

• A **strong, successful, and sustainable** secondary DLI program is **grounded** in **effective instructional practices** that support **content** and **language learning**, and **develop sociocultural competence**.

• The *Guiding Principles for Dual Language Education, 3rd ed.*, is a great resource for learning how to align practice to DLI research and best practices!
Ensuring Equitable Access for All

DLI program classes should **not be held** during time outside of the **regular school day** unless all DLI students have **transportation** to attend.

- **Before** and **after school** classes may **discourage** participation because they are “**extra**” classes.
- **All students** who meet DLI program eligibility should be given the **opportunity** to participate **regardless of socioeconomic status** or access to **transportation**.
Ensuring Equitable Access for All

**DLI program classes** should not conflict with **other classes** that students may want or need to take.

- Students in DLI programs should have **equal opportunities** to engage in activities available to their **non-DLI peers**.

- Participation in the DLI program may **decline** if students have to choose between DLI courses and **arts** or **sport** course/program.

Master Schedule

- The **Master Schedule** is an essential part of building a **strong, successful, and sustainable DLI program**.

- DLI classes should have **priority** when drafting the Master Schedule, along with other **program-related courses**.
Staff responsible for developing the Master Schedule should:

- aim to protect the vertical alignment of the DLI program across the grade levels.
- be very familiar with the DLI program or have someone who is assist them.
- be committed to advocating for the goals of the DLI program.

DLI Program Staffing
DLI Program Staffing

A strong, successful, and sustainable secondary DLI program requires a teaching staff that is:

- passionate about DLI program goals.
- well informed about DLI best practices.
- highly biliterate (listening, speaking, reading and writing) in both the target language and English.

Human Resources Support

Human Resources should be aware of the credentialing requirements to teach in DLI programs at the secondary level.

In California, these include:

- Bilingual Authorization
- Bilingual, Cross-Cultural, Language and Academic Development (BCLAD) credential or certificate
- Bilingual Certificate of Competence (BCC)
- Emergency Bilingual Authorization process
Human Resources Support

Provide opportunities for current district teachers who are biliterate in the target language to obtain their Bilingual Authorization/credential through:

- reimbursement for Bilingual Authorization/credential tests passed.
- grants or scholarships to take Bilingual Authorization/credential courses.
- providing Bilingual Authorization/credential test preparation sessions.
- allowing pay scale credit for acquired credentials/certifications.

Differentiated Job Descriptions

The district should develop a differentiated job description for that states the expectations for:

- teacher commitment to the DLI program vision, mission, and goals.
- the use and rigor of the target language instruction in the DLI program.
- the use of effective pedagogy for DLI instruction in both English and the target language.
- collaboration with other DLI teachers and programs.
DLI Teacher Interview Protocols

DLI teacher interviews should be reflective of the needs and goals of the DLI program.

- A portion of the 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.
- Several questions should be asked in the target language that require applicants to use academic language to respond.

DLI Teacher Interview Protocols

All language domains in the target language should be addressed during DLI teacher interviews.

- There should be a writing prompt in both English and the target language.
- Writing should be an open-ended response to a reading selection in the target language to include both domains (reading, writing).
- Writing prompt in the target language should not be translating an English document.
DLI Teacher Interview Protocol

The interview protocol should also include oral questions and a writing prompt in English that will:

• help uncover the applicants’ perceptions of the value of biliteracy.

• reveal their disposition to diverse language learners.

• gauge their commitment to the vision and mission of the DLI program.

Recruiting DLI Teachers: In-District

• Survey in-district elementary and secondary teachers for possessed language skills, certifications, and interest in teaching DLI secondary courses

• Work with Human Resources to identify teachers with target language and content-area certifications that may be interested

• Identify biliterate instructional assistants who may be working towards teacher certification
Recruiting DLI Teachers: Out-of-District

Recruit teachers from outside the district:

• at conferences for DLI educators.
• at university job fairs.
• by publicizing on professional organization websites.
• by publicizing on the district website.
• by forming partnerships with university credentialing programs for DLI teachers.
• by inviting current DLI teachers to recruiting events to speak about the DLI program.

Retaining DLI Teachers

• Consider offering stipends, sign-on bonuses, credit in salary scale for credential or authorizations
• Provide on-going professional development and support through:
  • coaching.
  • DLI conference attendance.
  • extra release days for planning and vertical alignment of the DLI program.
  • the DLI materials budget.
  • inter- and intra-district collaboration opportunities.
Professional Development Plan

The secondary DLI planning committee should develop a professional development plan to support teacher’s understanding and implementation of DLI best practices, such as:

- academic language development.
- active learning strategies.
- cooperative learning strategies.
- cross-linguistic transfer.
- culturally relevant teaching strategies, etc.

Sustaining DLI Program Growth

Plan ahead for DLI program growth:

- **Aim** to hire teachers with bilingual credentials/authorizations whenever openings become available on campus

- **Goal**: Have at least one teacher in each content area department who is credentialed/authorized to teach in the DLI program

- Invite applicants to visit current DLI sites to learn more about the DLI program
Recruiting and Retaining DLI Students

Opportunity

Student Recruitment

Let the community know about your DLI program!

- Create brochures to distribute that highlight the unique characteristics of your DLI program
- Share brochures with the elementary DLI program(s) that feed into your secondary DLI program
- Advertise your DLI program and enrollment processes on the district and school website
- Deliver presentations for students and parents on your DLI program features, and engage the students!
- Create a video to about your DLI program
Sustainability of the DLI Program

• In order to avoid budget and scheduling conflicts that may jeopardize the sustainability of the DLI program, the campus should maintain a full cohort of students (~30+ students).

• Integrate the DLI program/courses in the college and career pathways

• Offer DLI courses so that they do not conflict with other highly desired courses or programs

Sustainability of the DLI Program

DLI program must maintain student engagement through the courses and experiences the program offers, such as through:

• cultural experiences.

• connections to other college and career pathway programs.

• a variety of authentic opportunities to use target language.

• internships that require target language use.
Sustainability of the DLI Program

- Continue to **recruit** students with **high levels of proficiency** in the target language
- Consider **allowing** them to **also enroll in the DLI courses** offered in the target language
- **Celebrate** families’ **commitment** to the DLI program by offering **Awards for grades 6th-12th**:
  - Pathways to Biliteracy Awards
  - State Seal of Biliteracy Awards

Thank you!

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