Today’s Presentation: An Overview

- Update on the *Guiding Principles for Dual Language Education 3rd Edition*: What’s New?
- Using the *Guiding Principles for Dual Language Education* to Strengthen Your Program
- Raffle for a copy of GP3
Einstein’s Bilingual Formula

The basic formula for raising a bilingual child is really quite simple. Exposure + Need = Bilingual Child

The 3 Pillars of Dual Language

Purposeful integration of Sociocultural Competence across all the strands in the 3rd edition of the Guiding Principles for Dual Language Education!
GP3

- Released November 2017 at La Cosecha Conference
- Prepared by a national panel of researchers, teachers, administrators, and parents
- Published by the Center for Applied Linguistics, DLeNM, and Santillana USA

Available online at www.cal.org/gp3

New Features of GP3

- Each strand has its own short, updated literature review
- Program strands have been reordered
  - 3-5 Principles are highlighted for each strand
  - Self-evaluation templates include Principles and Key Points
  - A rubric is provided to assess alignment with each Principle
    - 4-point rubric: Minimal Alignment to Exemplary Practice
Guiding Principles for Dual Language Education:

- Strand 1: Program Structure
- Strand 2: Curriculum
- Strand 3: Instruction
- Strand 4: Assessment & Accountability
- Strand 5: Staff Quality & Professional Development
- Strand 6: Family & Community
- Strand 7: Support & Resources

Guiding Programs Toward Exemplary

Each strand has:

- 3-5 Principles
- Multiple Key Points
- Concrete description of what each level of alignment looks like
1. All aspects of the program work together to achieve the three core goals of dual language education: grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence.

1.1. The program design is aligned with program mission and goals.
1.1.A. The program design is aligned with program mission and goals.
1.1.B. The development of bilingualism and biliteracy is part of the program design.
1.1.C. The development of sociocultural competence is part of the program design.
1.1.D. Appropriate grade-level academic expectations are clearly identified in the program design.
1.1.E. The program is articulated across grades.
1.1.F. There is deliberate planning and coordination of curriculum, instruction, and assessment across the two languages of instruction.

Mapping Your Trajectory Toward Alignment

• Using the colored dots, place one next to each Guiding Principle and Key Point that you have seen being implemented in your dual language program.

Connecting the GP3 to Your Programs

• Working with your team (if they were able to join you today), reflect on where your program is with respect to the four (4) Principles and the Key Points included in each.

• Use the highlighter to highlight each sentence (or portion thereof) that describes the current level of alignment for your program.
This program is at “Partial Alignment” for Principle 1, Key Point A.

### Principle 1

**Key Point A**
The program design is aligned with program mission and goals.

<table>
<thead>
<tr>
<th>Minimal alignment</th>
<th>Partial alignment</th>
<th>Full alignment</th>
<th>Exemplary practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is not clear that the program design is aligned with the mission (e.g., through length of program, language allocation, language of initial literacy instruction, recruitment of students) or will enable students to attain the goals of the program.</td>
<td>The program design is somewhat aligned with the mission (e.g., through length of program, language allocation, language of initial literacy instruction, recruitment of students) and will enable students to attain some but not all goals of the program.</td>
<td>The program design is fully aligned with the program mission (e.g., through length of program, language allocation, language of initial literacy instruction, recruitment of students) and will enable students to attain all program goals. The mission and goals are supported by district leadership and community members. In addition to program personnel, and there are systems in place to ensure that alignment continues as the program mission or goals evolve.</td>
<td></td>
</tr>
</tbody>
</table>

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**Strand 1, Program Structure, Reflection**

**Below each rubric, cite the evidence that supports the sentences (or portions thereof) that you highlighted in the rubric above.**

**Evidence:**

Our program does not fully align with our mission statement, which was written before the program was fully implemented. For instance, our mission statement says that the program will value multiculturalism, but the only two cultures that are visible are that of the mainstream English culture and the target language culture. The culture of all the students in the program are not visible.
• Then **record** your program’s level of alignment for the **Key Point** on the **page listed** at the **bottom** of the page:

**Example:**

**Strand #1: Program Structure**

<table>
<thead>
<tr>
<th>Principle 1: All aspects of the program work together to achieve the three core goals of dual language education: grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please record your reflection on your program’s alignment by marking the box that describes the level:</td>
</tr>
<tr>
<td>Minimal alignment:</td>
</tr>
<tr>
<td>Key Point A: The program design is aligned with program mission and goals.</td>
</tr>
</tbody>
</table>

• **Once** you have **recorded** your program’s level of alignment for all the **Key Points** for all four (4) **Principles** on page 16, **then identify** your program’s areas of **strength** and areas for **growth.**
Here is a sample of what a completed reflection might look like:

| Principle 1: All aspects of the program work together to achieve the three core goals of dual language education: grade-level academic achievement, bilingualism and biculturalism, and sociocultural competence. |
|------------------|------------------|------------------|------------------|
| Please record your reflection on your program’s alignment by marking the box that describes the level: | Minimal alignment: | Partial alignment: | Full alignment: |
| Key Point A: The program design is aligned with program mission and goals. | X | | |
| Key Point B: The development of bilingualism and biculturalism is part of the program design. | | X | |
| Key Point C: The development of sociocultural competence is part of the program design. | | | X |
| Key Point D: Appropriate grade-level academic expectations are clearly identified in the program design. | | X | |
| Key Point E: The program is articulated across grades. | | X | |
| Key Point F: There is deliberate planning and coordination of curriculum, instruction, and assessment across the two languages of instruction. | | | X |

**Strand 1, Program Structure, Reflection**

- **Once** you have identified your program’s areas of strength and areas for growth, select 2 areas for growth that the team can focus on for the remainder of the year to move it to an area of strength.

- At the top of page 17, identify the **Guiding Principle** and **Key Points** that the team will be focusing on, when the focus will begin, the steps that will be taken, and the person(s) responsible.
Strand 1, Program Structure, Action Plan

Action Plan: We will focus on the following to move our program to the next level:

<table>
<thead>
<tr>
<th>Strand 1 Guiding Principle:</th>
<th>1 2 3 4</th>
<th>Key Point:</th>
<th>A B C D E F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item:</td>
<td>Focus begins:</td>
<td>Steps we will take to focus on this Key Point:</td>
<td>Person(s) responsible:</td>
</tr>
<tr>
<td>Revisit instructional minutes by language across grade levels</td>
<td>2/5/18</td>
<td>Use the “Instructional Minutes Calculator” from CABE to revisit content areas by language at each grade level</td>
<td>Principal, School and District DI Coordinators</td>
</tr>
<tr>
<td>Align the curriculum across grade levels based on language of instruction</td>
<td>2/12/18</td>
<td>Identify standards-based curriculum for each content area across grade levels based on language of instruction</td>
<td>School &amp; District DI Coordinator, District Curriculum Coordinator</td>
</tr>
<tr>
<td>Align assessments for each content area by language across grade levels</td>
<td>2/19/18</td>
<td>Identify standards-based assessments for each content area across grade levels based on curriculum/language of instruction</td>
<td>School &amp; District DI Coordinator, District Assessment Coordinator</td>
</tr>
</tbody>
</table>

Word Splash

Using Strand 1 of the Guiding Principles for Dual Language and the third pillar of dual language that focuses on socio-cultural competence, reflect on the following words and/or phrases.

- Write them down on a Post-it
- Think about whether or not they are present in your dual language program
- In what way do they manifest themselves?
- Be ready to share out
In reflecting about the words in the Word Splash, what connections did you make to what is or is not happening on your campus?

What specific systems are in place on your campus that ensure socio-cultural competence is a focus area?
Center for Applied Linguistics

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Questions?
Email me barias@cal.org

California Association for Bilingual Education

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• CABE website: http://www.gocabe.org/
• CABE PDS website: http://www.gocabe.org/index.php/educators/professional-development/