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!

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• 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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<td>• Program reach 3rd grade</td>
<td>• Research secondary DLI programs</td>
<td>• Prepare program for all stakeholders</td>
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<td>• Contact feeder schools</td>
<td>• Visit successful programs</td>
<td>• Contact DLI stakeholders</td>
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<td>• Assemble design team</td>
<td>• Interview materials and curriculum</td>
<td>• Co-design interview protocol for DLI teachers</td>
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<td>• Create Master Schedule</td>
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### 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
- Plan publicity campaign
- Determine entry criteria
- Plan pathways awards
- Schedule parent information meetings

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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.
### 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

### 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

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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