Using the 
*Guiding Principles for Dual Language Education* 
to Strengthen Your Program

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**Today’s Guiding Questions**

- How do we set the foundation for a strong, successful, and sustainable Dual Language Immersion (DLI) program?
- How do the *Guiding Principles for Dual Language Education, 3rd ed.*, support the development of a strong, successful, and sustainable DLI program?
- What is our DLI program’s alignment with *Strand 1, Program Structure*?  

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**Integrated Support for DLI Success**

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How do the Guiding Principles for Dual Language Education, 3rd ed. support the development of a strong, successful, and sustainable DLI program?

S3 - Strong, Successful, and Sustainable!

The Guiding Principles for Dual Language Instruction, 3rd Edition, (GP3) is the synthesis of the research on dual language programs and provides rubrics to assist districts and sites in designing, implementing, and aligning their DLI programs to the research.


Guiding Principles for Dual Language Education

• Research Review of 7 Strands
  1 – Program Structure
  2 – Curriculum
  3 – Instruction
  4 – Assessment and Accountability
  5 – Staff Quality and Professional Development
  6 – Family and Community
  7 – Support and Resources
• Guiding Principles in each strand
  • Key descriptors
  Grounded in evidence from research/best practices
  • http://www.lindholm-leary.com/resources/review_research.pdf
Structure of the GP3

- Introduction
- For each strand:
  - Literature review
  - Principles
  - Key Points
  - Descriptors
    - Give a concrete description of what each level of alignment looks like

The Three Pillars of Dual Language

Also called “core goals” in the GP3 (pp. V, 7)

PILLARS of Dual Language Programs

Grounded in evidence from research and best practices:

- **Bilingualism/Biliteracy**: Equal status of two languages; Monolingual instruction
- **Grade-Level Academic Achievement**: High quality instruction, rigorous curriculum in two languages and high expectation for academic achievement
- **Sociocultural Competence**: Value cultures, languages, and diversity

Guiding Principles for Dual Language Education, p. 1, ¶2
How might we be able to develop a DLI program reflection system for continuous improvement?

DLI Program Reflection System

• It is **important** to **reflect** upon the **implementation** of your DLI program on an **annual basis**.
• The *Guiding Principles for Dual Language Education* highlight the various **principles** that are **important** to implementing a **strong**, **successful**, and **sustainable** DLI program.

DLI Program Reflection Tools

• Using the newest edition of the *Guiding Principles for Dual Language Education* (GP3), we have developed a **set of DLI Program Reflection Tools**.
• On the next slides, we will **walk through the process of using these tools to reflect upon the implementation of your DLI program**.
Strand 1, Program Structure, Reflection

- Working with your team, reflect on where your program is with respect to the four (4) Principles and the Key Points included in each.
- Use the highlighter, highlight each sentence (or portion thereof) that describes the current level of alignment for your program.

**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.

<table>
<thead>
<tr>
<th>Key Point A</th>
<th>The program design is aligned with mission and goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimal alignment</td>
<td>Partial alignment</td>
</tr>
<tr>
<td>The program design is somewhat aligned with the mission (e.g., through length of program, language allocation, language of 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 instruction, recruitment of students) and will enable students to attain all goals of the program.</td>
</tr>
</tbody>
</table>

This program is at “Partial Alignment” for Principle 1, Key Point A.

**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 multiculturализm, 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</th>
<th>Material Aligned</th>
<th>Partially Aligned</th>
<th>Full Aligned</th>
<th>Exemplary Practice</th>
<th>Area of Strength</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Point A</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key Point B</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key Point C</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key Point D</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key Point E</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key Point F</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Record your program’s level of alignment on this Key Point on p. 16.
Strand 1, Program Structure, Reflection

- Working with your team, reflect on where your program is with respect to the four (4) Principles and the Key Points included in each.
- Use the highlighter, highlight each sentence (or portion thereof) that describes the current level of alignment for your program.

Selecting Areas for Growth

- Once you have identified your program’s areas of strength and areas for growth, let’s 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.

Creating an Action Plan for Each Area

- At the top of page 17, identify the Strand, Guiding Principle, Key Point, and the Key Point text that the team will be focusing on.
Strand 1, Program Structure, Action Plan

**Action Plan #1**
We will focus on the following to move our program to the next level next year:

<table>
<thead>
<tr>
<th>Strand</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Program Structure</td>
</tr>
<tr>
<td></td>
<td>3. Assessment and accountability</td>
</tr>
<tr>
<td></td>
<td>5. Families and Community</td>
</tr>
</tbody>
</table>

**Key Points**
There is deliberate planning and coordination of curriculum, instruction, and assessment across the two languages of instruction.

<table>
<thead>
<tr>
<th>Item</th>
<th>Strategy</th>
<th>Goal</th>
<th>Key Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1. Identify instructional strategies</td>
<td>2. Align the curriculum across the two languages</td>
<td>3. Identify substantively equivalent instructional materials</td>
</tr>
<tr>
<td>2.</td>
<td>1. Identify the target audience for the DLI Planning Guide</td>
<td>2. Develop a comprehensive resource guide for current and new</td>
<td>3. Publish the guide in both languages</td>
</tr>
</tbody>
</table>

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How will you use the DLI Planning Guide?

**Think**

**Type**

**Share**

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@CABEBEBILINGUAL @go_cabe @CABEorg

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Thank you!

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