Guiding Principles for Dual Language Education
Reflection Journal for Dual Language Teachers
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Today’s Guiding Questions
• How do the Guiding Principles for Dual Language Education, 3rd ed., support the development of a strong, successful, and sustainable DLI program?
• What is the Dual Language Teacher Reflection Journal?
• How was the Dual Language Teacher Reflection Journal developed?

Today’s Guiding Questions
• Who was the Dual Language Teacher Reflection Journal created for?
• How can the Dual Language Teacher Reflection Journal be used?
• How do you use the Dual Language Teacher Reflection Journal?
• How can we access a copy of the Dual Language Teacher Reflection Journal?
Integrated Support for DLI Success

S3 DLI Programs

Strong, Successful, and Sustainable

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

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)
# 3 Pillars of Dual Language Programs

*Grounded in evidence from research and best practices:*

- **Bilingualism/Biliteracy:** Equal status of two languages; Monolingual instruction; Cross-linguistic connections
- **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

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## What is the Dual Language Teacher Reflection Journal?

- The **Dual Language Teacher Reflection Journal** is:
  - a tool for teachers to use to reflect upon their practice in their dual language classrooms.
  - based on the *Guiding Principles for Dual Language Education, 3rd edition.*

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How was the Dual Language Teacher Reflection Journal developed?

- A team from the California Association for Bilingual Education (CABE) and the Center for Applied Linguistics (CAL) collaborated on the development of the journal.
- A systematic review of the GP3 rubrics was done by strand, principle, and key point to identify those that pertain to the pedagogical practice of dual language teachers.

In particular, the team focused on the key points that the dual language teachers had control of in their classrooms.
Once these GP3 key points were identified, the team then focused on the GP3’s description of the “Exemplary Practice” level of alignment for each key point.

<table>
<thead>
<tr>
<th>Key Point</th>
<th>Partial alignment</th>
<th>Full alignment</th>
<th>Exemplary profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>The program design is aligned with program mission and goals.</td>
<td>Partial alignment</td>
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These descriptions were then disaggregated and analyzed to identify any overlap, synthesized, and then rewritten in first person.

The resultant items were then renamed “elements” in recognition of these adaptations.

I.A My expectations and student linguistic outcomes are shared and measurable.

This element adapted from GP3 Key Point 2.2.F

The team then created a rubric that would support dual language teachers in moving along the implementation continuum toward exemplary practice in these adapted elements in their pedagogical practice in their dual language classroom.
• The elements were organized according to the pillars or “core goals” of dual language education.
• There are 10-11 elements under each pillar.

• Below is the key to the Guiding Principles for Dual Language Education numbering system used in the Dual Language Teacher Reflection Journal.

Who is the Dual Language Teacher Reflection Journal intended for?
**Dual Language Teacher Reflection Journal**

- The *Dual Language Teacher Reflection Journal* was created for:
  - dual language teachers, their
  - English partner teachers, along with the
  - instructional coaches,
  - district/organization/site administrators who support them

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**Dual Language Teacher Reflection Journal**

- Although those of you who are coaches and administrators would not be using the journal for reflection purposes, your knowledge of the journal’s contents will help you to better understand how dual language instruction and classrooms differ from those in non-dual language education programs and inform the support that you might offer dual language teachers.

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**How can the *Dual Language Teacher Reflection Journal* be used?**
Please note that the Dual Language Teacher Reflection Journal is not intended to be used for evaluative purposes!

• We believe it should be up to you to decide whether or not you would like to share the contents of your journal.
• If you decide to share the contents of your journal, then some of the ways you could do so might include sharing selected contents:
  • With dual language colleagues at a grade level, or across grade levels, as the journal is not grade level-specific.
  • With the instructional coach that supports you.
  • As an activity at a staff meeting (for those at full dual language schools).

How do you use the Dual Language Teacher Reflection Journal?
On the next slides, we will walk through how to use the Dual Language Teacher Reflection Journal to reflect upon your pedagogical practice in your dual language classroom.

The Dual Language Teacher Reflection Journal has two pages for reflecting on each element.

At the top of the first page is the element statement.
Dual Language Teacher Reflection Journal

• Below the element statement is a list of the GP3 Key Points that the element was adapted from.

Dual Language Teacher Reflection Journal

• Immediately below, there is a rubric with a description of what that element would look like at each level of practice.

Dual Language Teacher Reflection Journal

• Directions for how to reflect upon your current level of practice are included immediately below the rubric, followed by an opportunity to identify next steps toward moving your practice to the next level.
At the bottom of the page, there is a “Making Connections” section, with a quote from the Guiding Principles or other related research, or recommendation based on the element at the top of the page.

On the second page, there is an opportunity to reflect upon your progress in completing your next steps after a period of time.

There is an opportunity to reflect on your new level of practice and identify new next steps to move your practice to the next highest level.
Here’s a sample of what an entry in the journal might look like:

### Dual Language Teacher Reflection Journal

**3/12** I tell my students what I want them to be able to do linguistically by the end of the lesson either orally or in writing, and their outcomes are observable because they are either speaking or writing to show that they have met my expectations.

### Dual Language Teacher Reflection Journal

**My Next Steps to move my practice forward include:**

- Build plans on my own.

- In reading the “Making Connections” quote from the GP3, below, and reading more from the literature review in the GP3 about objectives, I realize that having both content and language objectives is important.
- I always have my content objective written down, and I share it orally with the students.
- My next step will be to also write down my language objective for the lesson and refer to it as I share it orally with my students, which should move me to my goal level of “Proficient Practice.”

**Making Connections**

Rita Shea (2000) 

It is clear from the research that language and language objectives should be incorporated into curriculum planning and that oral and written language and literacy should be developed across the curriculum to ensure that students can learn the academic language associated with the content and build knowledge across the curriculum (Sandoval et al., 2015).

How can we access a copy of the Dual Language Teacher Reflection Journal?
• Will be designing a new cover.
• Would appreciate your suggestions!
• What image on the cover would engage you?
• Will be available on the CABE website once cover redesign is complete: www.gocabe.org

How will you use the Dual Language Teacher Reflection Journal?

Think Type Share

#CABE2019

@CABEBEBILINGUAL @go_cabe @CABEorg

Thank You!

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