Using the Revised CAL Guiding Principles to Strengthen your Dual Language Program

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Session Objectives

- Increase familiarity with the CAL Guiding Principles (3rd ed.)

- Identify additive and subtractive program models.

- Discuss and reflect on principles and key points for strengthening dual language programs and building teacher leadership in our schools, districts, or communities.
**Additive & Subtractive Bilingualism**

- **Additive bilingualism**: the first language continues to be developed and the first culture to be valued while the second language is added.

- **Subtractive bilingualism**: the second language is added at the expense of the first language and culture

Source: Jim Cummins, 1994
Additive or Subtractive

- Intervention groups
- Pull-Out ESL
- Content Embedded ELL
- Early Exit Transitional Bilingual Programs
- Dual Language Programs
Three Pillars of Dual Language Education

- Bilingualism and Biliteracy
- Grade-Level Academic Achievement
- Cross-Cultural Competence

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CAL Guiding Principles, 3rd edition

You can download a free version of the 3rd edition of Guiding Principles for Dual Language Education here:

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who would benefit from using this document?</td>
<td></td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>How many strands exist in the Guiding Principles?</td>
<td>n/a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Which section is the longest?</td>
<td>n/a</td>
<td>Table of Contents</td>
<td></td>
</tr>
<tr>
<td>Which principle would you reference if you had staff questions regarding high quality holistic bilingual assessments?</td>
<td></td>
<td>Page 82</td>
<td></td>
</tr>
<tr>
<td>If you had a question about oral language development and instruction, where would you look for research information?</td>
<td></td>
<td>Instruction</td>
<td></td>
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<tr>
<td>How would you use Appendix A?</td>
<td>n/a</td>
<td></td>
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</tr>
<tr>
<td>Look at Appendix B: Star two areas of your own programs’ strength.</td>
<td></td>
<td></td>
<td>147</td>
</tr>
<tr>
<td>Check two areas of your own programs area for growth?</td>
<td></td>
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</tbody>
</table>
CAL Guiding Principles

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

**On the poster:**

- Place a blue dot next to two strands that you identify as an area of strength at your school or district.
- Place an orange dot next to two strands that you identify as an area of growth at your school or district.
## Strand 1: Program Structure

**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.

**Key Point F:** There is deliberate planning and coordination of curriculum, instruction, and assessment across the two languages of instruction.
Strand 1: Program Structure

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.

Key Point B
The development of bilingualism and biliteracy is part of the program design.

<table>
<thead>
<tr>
<th>Minimal alignment</th>
<th>Partial alignment</th>
<th>Full alignment</th>
<th>Exemplary practice</th>
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<tbody>
<tr>
<td>Efforts at promoting additive bilingualism and biliteracy are uncoordinated and unsystematic.</td>
<td>There is some plan for promoting additive bilingualism and biliteracy, but knowledge or resources are insufficient to fully accomplish this objective.</td>
<td>There is a program-wide plan for promoting additive bilingualism and biliteracy that takes home language profiles into consideration and is grounded in proficiency standards or a scope-and-sequence document. Implementation is consistent at all grade levels. Students are given opportunities to develop social and academic registers in both languages.</td>
<td>There is a program-wide plan for promoting additive bilingualism and biliteracy that takes home language profiles into consideration, is grounded in proficiency standards or a scope-and-sequence document, and is coordinated at the district level. Implementation is consistent at all grade levels, and the program successfully prepares students to obtain Advanced Placement credit or the Seal of Biliteracy. The program communicates and advocates for these goals at the district, state, and national levels.</td>
</tr>
</tbody>
</table>
Program Reflection

- With a partner choose one of the strands you identified with the orange sticker.
- Then using the Guiding Principles, read through the principles and key points for that strand.
- Discuss the progress indicator table for each key point.
- Complete the program/self-reflection handout.

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Thank you!