THE SCHOOL DISTRICT OF PHILADELPHIA

School Year 2018-2019

DUAL LANGUAGE PROGRAM HANDBOOK

OFFICE OF MULTILINGUAL CURRICULUM AND PROGRAMS

440 North Broad Street, 2nd Floor, Portal C, Suite 251
Philadelphia, PA 19130-4015
Phone: 215-400-4240 **FAX:** 215-400-4282

Dual Language Program Handbook 2018-2019

I. Overview & Rationale 4
II. Goals 5
III. General Program Description 6
A. Two-Way Dual Language 6
B. SDP Dual Language Program Models 10
C. DLP – Models Implemented at SDP 12
D. DLP – Separation of the Two Languages for Instruction 14
E. Staffing and Language Proficiency 15
IV. Outreach and Communication 17
A. Outreach and Communication 17
B. Commitment 18
V. Enrollment and Placement 19
A. Initial Enrollment 19
B. Wait List 19
C. Transfer Process 19
VI. Program Implementation 20
A. Expected and Recommended Components 20
B. Curriculum 21
C. Language and Content Allocation by Model 23
VII. Dual Language Assessment 27
A. Overview of Assessment in the DLP 27
B. Assessment Guidelines 27
C. Dual Language Assessments 30
D. Biliteracy Reading and Writing Assessment 33
E. Interventions 33
F. Grading and Report Cards 35
VIII. OMCP Support 36

A. Multilingual Program Managers 36
B. Dual Language Curriculum Development Specialist 37
IX. Appendices 38
A. Dual Language Definitions 38
B. Definiciones del Lenguaje Dual 39
C. Dual Language Interest Form 40
D. Frequently Asked Questions 41
E. Preguntas Frecuentes 42
F. Letter of Acceptance 43
G. Carta de Aceptación 44
H. Acceptance Response Form 45
I. Parental Commitment 46
J. Carta Compromiso 47
K. Student Learning Objective 48
L. Dual Language Profile 49
M. Biliteracy Framework 50
N. Classroom “Look Fors” 55
O. Blended Learning Initiative 57

I. Overview & Rationale

The Dual Language Handbook addresses the requirements of *Title VI of the Civil Rights Act of 1964, Lau v. Nichols (1974), Castañeda v. Pickard (1981), Plyler v. Doe (1982), Every Student Succeeds Act (2017)* and those of the *Elementary Secondary Education Act or ESEA.* The Office of Multilingual Curriculum and Programs (OMCP) encourages school personnel to explore the technical assistance to ensure a compliance with federal, state and local laws and policies to meet the needs of ELs and students in Dual Language Programs (DLP).

Who should read the Dual Language Handbook?

- ✓ All district administrators
- ✓ Title III subgrant recipients
- ✓ District and school personnel with dual language programs

Dual language schooling represents the best of possibilities for uniting the needs of many diverse groups. All the names for enrichment dual language programs that evolved out of the history of bilingual schooling in the U.S represent varieties of two-way and one-way dual language education. Two-way dual language education refers to native English speakers and native Spanish speakers interacting in a classroom where two language groups being schooled through their two languages. Standard based content is delivered in both Spanish and English.

Starting in school year 2014-2015, the School District of Philadelphia (SDP) began a shift towards Dual Language instruction from Transitional Bilingual instruction. Research has shown that a well implemented DLP is the most effective form of education for English Learners[1]. In our mission to provide the best possible education for our students, providing instruction in two languages is clearly and advantage, especially considering the personal and economic opportunities that bilingualism provides in an increasingly globalized 21st century.

[1] Collier, V.P. & Thomas, W.P. (2004). The astounding effectiveness of dual language education for all. **NABE Journal of Practice**, 2(1), 1-20.

II. Goals

The goals of the dual language program are for the students to:

- Become bilingual and Biliterate in English and a second language; that is, develop proficiency in reading, writing, listening, and speaking in both English and Spanish.
- Become bicultural, being able to interact completely with the groups that they encounter in the program.
- Meet and exceed grade-level academic content standards and benchmarks in all subject areas, as defined by the PA Core Standards.

The purpose of the OMCP is to ensure that participating students become bilingual and biliterate as well as meet all academic standards that all students must meet. To that aim, OMCP must consider the need of the students served and must make meaningful interim goals, informed by various sources of data, to ensure that the statutory and regulatory goals are met. The families receiving education services from the School District of Philadelphia deserve strong dual language programs that deliver on the promise of bilingualism/biliteracy and academic success for all students.

DLP must provide for the educational needs of culturally and linguistically diverse students, including English learners (ELs) and other students who may wish to participate, in grades kindergarten through fifth grade in SDP schools. ELs for which there is an identifiable need to improve the language capabilities of both English and the home language will receive priority to get enrolled in DLP in any of the public schools where the services are available.

Current DLP implemented in our public schools use two languages (English and Spanish) as mediums of instruction for any part of the curriculum of grade levels within the program. The OMCP recommends to establish a parent advisory committee, representative of the language and culture of students, to assist and advise in the development, implementation, and evaluation of the program.

III. General Program Description

A. Two-Way Dual Language

When two (or more) groups of students are leaning the two languages, that program is considered a two-way dual language program. Two-way DLP are characterized by incorporating in one classroom students whose native language is not English and students whose native language is English. Because this in an integrated model, the ideal conditions for natural, subconscious acquisition of the second language are then present. The aim of these program is to promote "bilingualism, biliteracy and biculturalism" for all students. As in other bilingual education programs, one of the goals of DLP is for ELs to acquire English. But at the same time, this model promotes the maintenance and development of their first language, and the acquisition of a second language for students whose first language is English.

The OMCP encourages the cognitive and affective development of students by using the cultural and linguistic backgrounds of the students, providing students with opportunities to expand their conceptual and linguistic abilities, and teaching students to appreciate the value beauty of different languages and cultures. Using the school's core curriculum is a powerful way to naturally acquire a second language while fully developing the native language.

The three key features of School District of Philadelphia DLP are the following:

1. Class must include a balance number of students from both language groups.
2. Students should be together for all academic instruction (content and language) and,
3. Academic instruction must be delivered in all content areas to all students in both languages.

Depending on the elements of different models, the development of formal instruction in reading and writing can be done in both languages for both groups or through the home language for all students as long as the essential elements of dual language education are considered while planning and delivering instruction. Lessons are not repeated in one language after the other, but standards, skills, and content taught in one language are reinforced in the other language though units of learning that integrate thematic teaching and strategic attention to cross-linguistic development.

Culturally and linguistic responsive (CLR) instructional practice are those that help children build bridges between what they already know about something to what they need to know about it. CLR responsive teaching practice are tools that teachers use to build those bridges. According to Villegas and Lucas (2002), a culturally responsive approach to teaching includes:

- Center on a socio-constructivist approach to teaching and learning;
- Builds on students' cultural and linguistic resources by accessing prior knowledge and relevant experiences;
- Helps students examine curriculum from multiple perspectives;
- Uses a variety of assessment practices that promote learning; and
- Makes the culture of the classroom inclusive of all students.

Culturally and linguistically responsive pedagogy refers to the validation and affirmation of the home culture and home language for the purposes of building and bridging the student to success in the culture of academia and mainstream society. Thus, it is important to embrace the language variety that students bring from home and community. Validating and affirming English and home language of the dual language program allows for building and bridging which provides students with skills in academic, standard, and vernacular varieties of a language that will allow them to be successful in school and society.

Taking a decidedly CLR approach to dual language program, language must be viewed as a strength and asset to be leveraged – not a problem to be fixed. In order to better support traditionally underserved students, educators must be willing and able to validate, affirm, build and bridge student's language and culture. Thus, building academic language in the home language will ensure that students participating in a dual language become bilingual and biliterate as well meet academic content area expectations.

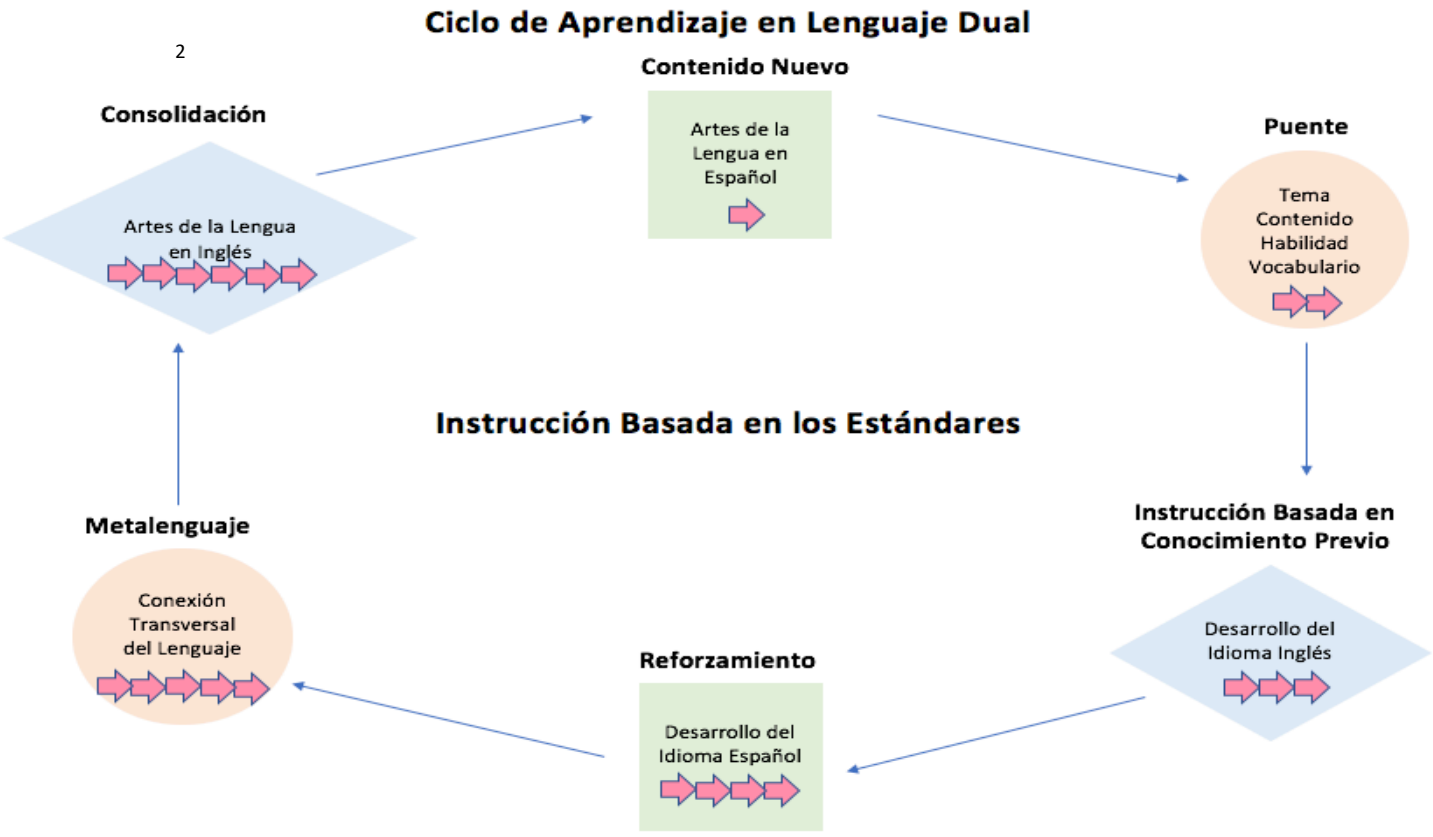
Students participating in a dual language program are emergent bilinguals who are both acquiring and learning language. This may include English and the home language of the program. Emergent

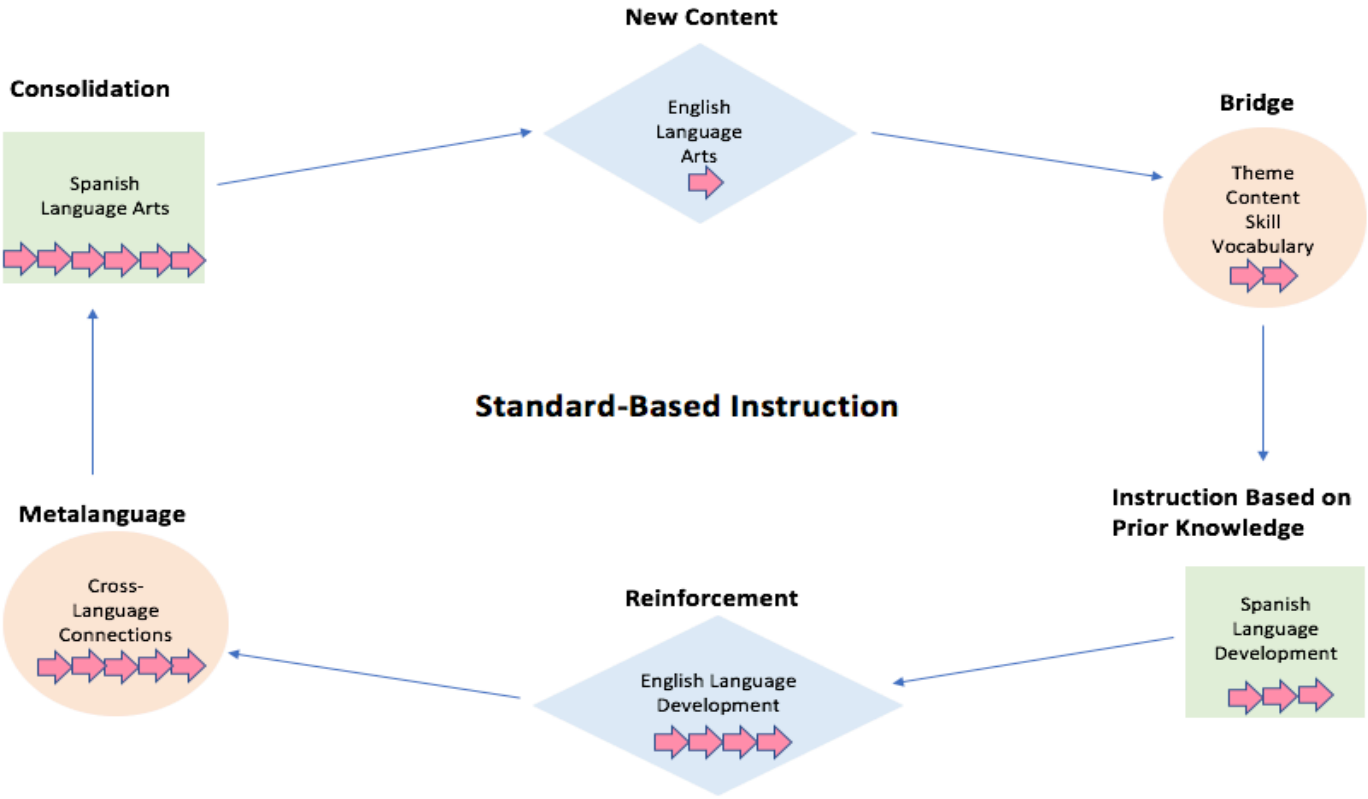
bilinguals are “students who are in the beginning stages of moving along a bilingual continuum (Garcia, 2008, p.397)”. Although knowledge of the features of a language is important, dual language programs should focus their instruction on language acquisition, which includes academic language development and communicative approaches.

Language arts instruction in the home language of the program must target the development of reading, writing, listening, speaking, and comprehension skills. The program’s home language is defined as the medium of communication, vernacular, variety, or standard – other than English- used in daily situations. A positive disposition and attitude towards language usage ensures the acceptance, use, and expansion within the parameters provided by the objectives of the program and linguistic repertoire of the students.

A DLP may be chosen by schools to serve ELs. Basic programs and services for ELs may be satisfied through a dual language that is aligned with a standard-based instruction. ELs must have meaningful access to a district’s educational program. Therefore, schools must provide students who are classified as ELs with appropriate English language assistance programs and services.

The Dual Language Learning Cycle scheme provides a visual representation of the essential elements of a comprehensive and holistic standard-based instruction. Units of learning, in a dual language setting, give a global overview of the content, skills, and language goals in both languages.





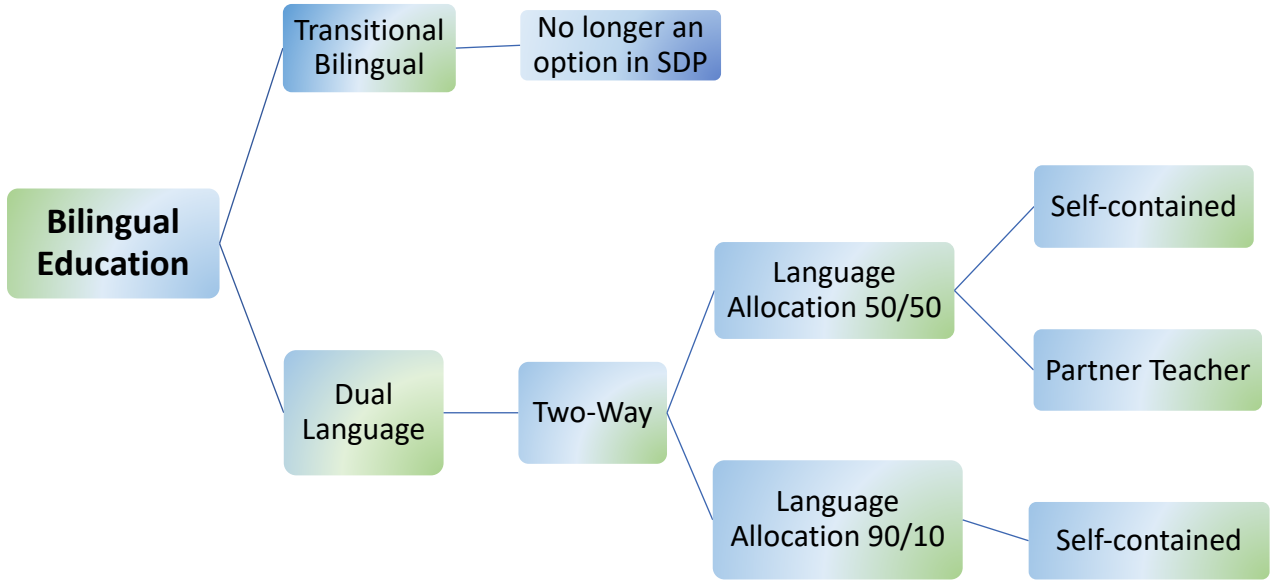
[2] Appendix A - Definitions of the dual language cycle elements.

B. SDP Dual Language Program Models

For the district's EL program (whether a stand-alone program or a dual language program) to meet federal civil rights requirements, it must meet the following standards as established by the United States Court of Appeals for the fifth Circuit in (Castañeda v Pickard, 1981), as these are standards applied by the OCR and Department of Justice. The program standards must reflect the following three specific dimensions:

1. **Research based.** Is the program based on an education theory recognized as sound by experts in the field? Or, is the program considered to be legitimate experimental strategy?
2. **Attainable.** Are program and practices, including resources and personnel, reasonably calculated to implement this theory effectively?
3. **Timely results.** Does the program, succeed, after a legitimate trial, in producing results, thus indicating that students' language barriers are actually being overcome within a reasonable period of time?[3]

The bilingual programs implemented by the SDP use the term dual language education which best exemplifies the enrichment model of bilingual schooling.



[3] English Learner Tool Kit. (2015). *US Department of Education.* Retrieved from Office of English Language Acquisition: http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html

For OMCP to effectively serve ELs, dual language programs must address the three program standards outlined above in federal guidance. Since they serve ELs, they must not only meet federal requirements but also meet PA state statutory and regulatory requirements. For ELs served in a dual language program, the ELD/ESL instruction (addressing English language proficiency) component must be a defined block that is in addition to the required core English language arts instruction (academic content area), the required cores instruction for all students. That is, ELA and ELD/ESL are not interchangeable.

The School District of Philadelphia (SDP) currently offers two models of dual language instruction in six public schools:

School	Network	Grades	Current Dual Language Grades	Dual Language Model	Instruction
Alexander K. McClure Elementary School	11	K-5	K-5	50/50	Self-contained
Hon. Luis Munoz-Marin Elementary School	Acceleration	K-8	K-5	50/50	Partner Teacher
Bayard Taylor Elementary School	11	K-5	K-5	50/50	Partner Teacher
Lewis Elkin Elementary School	11	K-4	K-4	50/50	Partner Teacher
Southwark Community School	10	K-8	K-4	90/10	Self-contained
Cayuga Elementary School	11	K-5	K-1	50/50	Partner Teacher

An important DLP decision to address in the early stages of planning is the amount of instructional time to be spent in each language considering the staff and resources available in each school. All school programs eventually will have a 50:50 time allocation by mid-to upper-elementary grades, with the instructional time for one year divided equally between the two languages. The development in English is especially designed for emerging bilingual students. It is text based, and includes, but not limited to, the development of listening and speaking.

Literacy-based English Language Development (ELD) instruction begins in kindergarten and continues through grade 5, as does Spanish literacy instruction; both include oracy, reading, writing, and metalanguage from the outset.

The approach to literacy-based ELD instruction is founded on research demonstrating that methods appropriate for developing first language literacy differ from those that are most effective for developing second language literacy. For example, teachers may need to explicitly explain the cultural content of some text material to second language learners when such content would not need to be explained to native speakers. Idiomatic expressions or figurative language may also require explanation for students who may be reading at the word level but do not understand the text at the phrase level.

C. DLP – Models Implemented at SDP

The dual language models serve as the foundation for program planning, implementation and student assessment, and program evaluation. The District of individual schools may select a model to implement, depending on each student's academic language and language learning needs. For all students, the dual language program must consider the home language proficiency. Additionally, for dual language programs serving ELs, the students, the English language proficiency must be considered.

Dual language model is designed to develop bilingualism and biliteracy in two languages. The major goals of the dual language model are for students to develop full proficiency in both languages, including literacy, cross-cultural understanding, and proficiency in academic achievement. There are variations of designing a DLP that best meet the needs of students served.

The first important design feature is related to the languages of instruction. All program models can be effective only to the extent that they are intentionally designed and well-implemented. Effective leadership at the district, school, and program level, and effective instructional practice, are the foundation for effective DLP. Additionally, because each model serves student's individual needs, schools implementing DLP should ensure that only one model is used as a method of instruction during an instructional year.

50:50 Model. The 50:50 model of language distribution emphasizes, from the first year of schooling, an equal percentage of instructional time through English and Spanish. 50:50 dual language programs teach students to read and write in both languages from kindergarten on simultaneous biliteracy. In 50:50 programs, explicit teaching of listening, speaking, reading, and writing within thematic language arts instructional blocks for each language. For Math, Science, and Social Studies thematic units connected to the language of instruction are essential.

Both language groups, taught together, benefit from formal language instruction provided for each language. The teacher guide students as they work together in intentionally structured activities, providing language support to each other during their language arts and content instruction time.

90:10 Model. The 90:10 model begins by "immersing" the students 90%of the time in Spanish for the first year of schooling. Classroom experiences in the English 10% of the time must be focused on ESL/ELD and include structures oral language activities that extend what the students are doing in the partner language. These, planned, intentional activities, might include aspects of art, music, and/or physical education, but this specials alone are not enough to support academic language development in English and should be taught by a licensed teacher.

In the first one to three years of the program, literacy is developed in Spanish for all, including native English speakers, in a two-way dual language program. The general concept being implemented is intensive work in the early school years in Spanish to develop a comfort level with oral fluency, a literacy base, and substantial vocabulary. Then after a strong foundation built in Spanish, formal literacy instruction in English is added. Gradually increasing instructional time in English helps students transfer skills from Spanish and make structured progress in acquiring oral and literacy skills in English across the curriculum.

Regardless of the percentage of time spent in instruction in each language, language proficiency and literacy development in both languages must be emphasized across curriculum.

D. DLP – Separation of the Two Languages for Instruction

Another program decision, which is the second non-negotiable for DLP is to define how separate the two languages for instruction. Each school makes decisions considering the dual language model and staff. It is important to define how two languages of instruction will be delivered by teacher, time or subject. The OMCP strongly recommend that in order to build deep academic proficiency in both languages of instruction, instruction in the two languages should be formally addressed in the program design at the planning stage in each school.

If teachers are more academically proficient in one language and less in the other, a team – teaching model may be the most appropriate for the program, pairing strong English speaking teacher – or ESL teacher – with a bilingual teacher who will teach in Spanish. This can vary from grade to grade, depending on staff available for the program.

Some classes may be self-contained when the teacher is deeply proficient in both languages of instruction. OMCP recommends team-teaching as a pragmatic way of best utilizing the talents of teachers and increasing the cognitive level of instruction in both languages. Typically, when team-teaching is utilized, each teacher in a team has his/her own classroom, with two classrooms located next to each other or across the hall. Many DLP choose to separate the two languages by time in the schedule. Some schools implementing a dual language program divide the instructional time by day o by week. It is extremely important to keep equitable balance in development of the two languages in all content areas.

A common strategy is to separate the two languages by subject. This option is common in schools that decided to be a full dual language school. That means that all students enrolled will become bilingual and biliterate. This departmental option allows instruction in both languages in all content areas. A common practice when schools adopt a specific science or social studies curriculum, when separating the two languages of instruction by subject, is to ensure math and language arts instruction in both languages and alternate science and social studies in English and Spanish by quarter or unit of learning.

Now that for program planning purposes we have made strong case for programmatic separation of the two languages for teacher's delivery instruction, we are also presenting some opportunities to connect both languages. The cross-language connection is an instructional feature into the biliteracy framework to ensure that teachers provide direct and explicit attention to developing children's metalinguistic awareness about how Spanish and English are similar and different.

Cross-language strategies are a defining feature of biliteracy and should not be confused with concurrent translation. Making cross-language connections is a strategic method used by a teacher to help students connect what they know in one language with what they are learning in another.

There is one more crucial planning decision for dual language education: for how many grades will the program continue?

The research has clearly shown than in two-way dual language contexts, it takes and average of six years to reach grade-level curricular mastery in second language. Therefore, it is a non-negotiable that dual language must continue for at least six years, K-5. It is highly recommended to consider dual language through middle school and potential K-12 dual language education for the graduation and seal of biliteracy.

E. Staffing and Language Proficiency

SDP has stablished two levels of bilingual designation (Bilingual I and Bilingual II). Each designation specifies defined levels of language proficiency as required by the position and can be applied to all occupational groups within District. The Bilingual II designation is required for teachers that provide instruction in the target language.

Dual language program teacher who provide instruction in Spanish, either in a self-contained or partner teacher model, must pass the Bilingual II screening implemented by OMCP. This screening should occur before the site selection paperwork is signed (or assignments are made within a school). Keep in mind:

- School must designate the vacant positions for teachers providing in the target language as Bilingual II.
- Schools should make every effort to employ bilingual staff that can communicate in the home language(s) of the students and families represented in the school through designating vacant positions as Bilingual I.

Bilingual Designation	**Description**	**Language skill/abilities:**
Bilingual I	Someone with proficient oral skills and basic literacy skills in the target language.	* **Speaking:** Able to participate in formal and informal conversation. * **Listening:** Able to understand main facts and details of spoken language. * **Reading:** Can read and derive meaning from general texts. * **Writing:** Able to write notes and/or letters and general texts.
Bilingual II	Someone with advance oral and literacy skills that can provide instruction in the target language.	* **Speaking:** Demonstrates strong command of spoken speech. * **Listening:** Comprehends complex speech with ease and confidence. * **Reading:** Can read and fully comprehend complex text. * **Writing:** Can write complex discourse with significant precision and detail.

IV. Outreach and Communication

A. Outreach and Communication

Parents, in conjunction with teachers and other district employees, shall be empowered to decide the type of bilingual multicultural education program most appropriate for their children and their community. Family involvement is integral to a successful DLP. School will provide opportunities for parent participation, and will promote positive home-school connections by ensuring that all communications home, oral, and in writing, are in both languages of instruction. School can communicate with parents and guardians in a variety of ways:

- Brochures, pamphlets
- School Dual Language Newsletters
- Informational meetings
- Dual Language Orientation
- Dual Language Open House
- Classroom Volunteer opportunities, etc.

Schools can also sponsor periodic meeting or workshops to educate families on Dual Language related topics such as:

- Program design
- Language acquisition
- Helping with homework
- Biliteracy development and assessments practices
- ESL classes for parents of English Learners and classes in Spanish for parents of native English speakers.

B. Commitment

All parents interested in the DLP must do the following:

- Complete the Dual Language interest form (See Appendix C)
- Attend a mandatory parent informational meeting (help in Spring)
- Read and sign the Parental Commitment Letter (See Appendix I)

For more information, please refer to the FAQ section for parents (Appendix D).

Dual Language Enrollment Timeline

TIME	ACTIONS
January-May	* Register at the school of interest. * Complete Dual Language Interest Form which will provide Lottery number. * Attend a mandatory Dual Language Informational meeting for parents/guardians.
June	* School/OMCP conducts Lottery * School distributes Acceptance Letters * Parents/Guardians return Acceptance Response Forms
August-September	* Attend mandatory Dual Language informational meeting for Parents/Guardians (if not attendant in the Spring) * Sign and submit Parental Commitment Letter

V. Enrollment and Placement

A. Initial Enrollment

The DLP classroom at each grade-level will have a maximum of 30 seats available. In order to ensure a successful program, we must a balance of students. Students identified as English Learners (ELs) will be placed in the program first. ELs will be distributed evenly if a school has more than one Dual Language classroom per grade. All Dual Language classrooms must include a balanced number of students from both language groups when the community has shown interest for enrollment in a DLP. The breakdown of language speakers will be as follows:

- 50-60% of native Spanish speakers and ELs (15-18 students)
- 40-50% Non-EL, including monolingual English speakers and not qualifying Spanish speakers not qualifying for ESL services (12-15 students)

Students who are native Spanish speakers will be allowed to enter the DLP at any grade. Monolingual English speakers may enter to a DLP no later than first grade. Younger siblings od students already selected for participation in a DLP will have priority to be determined as eligible.

B. Wait List

Students must be enrolled into their neighborhood school. All eligible applications received before the end of the school year will be placed in a lottery for spaces available in the program for the following year. First preference will be given to children with siblings currently enrolled in the DLP. If the number of applications exceeds the available seats, students will be put on a waiting list and called in the order of their lottery number.

C. Transfer Process

If the family of a student enrolled in a DLP moves out of the school's catchment area, the student will have the option to remain at the school in the DLP. Students transferring from another DLP will be admitted based on eligibility and space as identified LEP student. ELs transferring from another DLP will be given priority for placement in the new school's Dual Language class. English speaking students transferring from another school will be admitted based on availability of space or placed on the waiting list.

VI. Program Implementation

A. Expected and Recommended Components

Component	Expected	Recommended
Enrollment	Classes must include a balanced number of students from both language groups.	At least 50% of students in the class should be Spanish speakers in order to provide strong models of the target language.
Parent Outreach	Schools, with support from OMCP, will host annual dual language informational meetings open to the community in the spring.	Schools and/or teachers should arrange for additional outreach, in person, print, or media to sustain ongoing home and school communications.
Language Allocation	The percentages as outlined must be followed to ensure sufficient instruction in both Spanish and English.	The daily scheduling of instruction in each language is flexible to accommodate the instructional and professional requirements in each school. The schedule sample provided considered solely the instructional time for content area teachers.
Curriculum	Use all the instructional resources to address the PA Core Standards referred on the SDP Curriculum Engine guide instruction.	Teachers will have access to the Biliteracy Pathway resources from ReadyGEN as reference for biliteracy instruction. Supplemental resources can be created to strengthen oracy, reading, writing, and/or metalanguage skills.
Classroom Environment	The classroom environment includes a rich print environment in the language(s) of instruction, access to learning tools, and reference on the walls around the classroom.	Anchor charts created collaboratively with students and connected to thematic units. When both languages are presented in the same anchor chart, the color code for each language will be: English = Blue Spanish = Green
Assessment	Reading and writing assessments must occur in both languages.	Subject-specific and school-based testing can be implemented as needed to monitor student progress. As minimum, reading and writing assessment in both languages will be implemented at the end of each unit of learning.
Professional Development	Dual language teachers are required to attend any dual language PD during school hours.	Bilingual teachers and ESOL teachers in dual language schools are encouraged to attend to the compensated sessions of PD during the school year.

Considering the non-negotiable elements described on section III. General Program Description, each school should fill out a dual language profile[4]

[4] Appendix K. Dual Language Profile

B. Curriculum

Dual language teachers will use PA Core Standards as described on the SDP curriculum engine to guide their instruction. OMCP offers staff support for implementing dual language programs in SDP schools through the dual language curriculum specialist. The dual language curriculum specialist will offer a biliteracy framework approach that could be used to nurture and develop bilingualism and biliteracy of students participating in DLP.

Instruction is the center of DLP, OMCP emphasizes that improvement instruction is dependent on the creation and implementation of systems to understand dual language pedagogical practices. The main focus of the dual language curriculum specialist is to provide guidance and alternatives that strength those teaching practices. Some essential practices require alternatives for instructional elements, lesson plans, and assessment strategies. The PD offered to dual language teachers will be interactive in nature to inform research and teaching practices.

A biliteracy framework for grade K-5 designed to enhance the development of biliteracy will be based on the resources available across the public schools participating. SDP textbook adopted for the dual language classroom is ReadyGEN-Biliteracy Pathway. Therefore, the reference for all units of learning in the biliteracy framework will refers to the optimum use of textbooks and resources provided across the district. This is not limited to the innovation, creation and supplement material created by classroom teachers, as long as they follow the biliteracy learning cycle and consider the non-negotiable elements of a biliteracy instruction.

DLP will implement the standard-based instruction aligned with the PA Core Standards. With the exception of phonics, the standards can be taught and reach in Spanish and English. English phonics can be taught as outlined on the curriculum engine and using phonics resources recommended by the curriculum engine including Saxon Phonics, ReadyGEN-foundational skills and/or ESL strategies for language acquisition. Spanish phonics standards can be taught using Spanish materials such as the Ready-GEN Biliteracy Pathway, Estrellita, Escalera, and those that vary by school.

Research-based practices have shown evidence that thematic unit of learning provide to emergent bilingual the best opportunities to facilitate learning content and language. Dual language teachers are encouraged to create and utilize thematic units.[5] The thematic units of learning must reflect a comprehensive approach to literacy instruction integrating content, literacy, and language and connecting with reading, oral language and writing. It is important to remember that in a dual language context, Oracy refers to speaking and listening strategies and activities that active prior knowledge and encourage students to interact and use the language in an academic environment.

The language used for instruction of a particular unit is determined by the program's language allocation plan. That plan identifies how much instructional time is spent in Spanish and how much instructional time is spent in English. It is expected that the teacher who is delivering Spanish literacy instruction will deliver an entire lesson in Spanish, in consequence the teacher delivering instruction in English will deliver an entire lesson in English. Code-switching during social interactions is natural and acceptable. Language mixing by the teacher in the bilingual classroom, however, is inappropriate. The dual language teacher must plan to use and model formal language that will expand the language of students beyond the language they might currently use.

Lessons should not be duplicated in two languages. The biliteracy unit framework allows for the explicit and consistent connection and transfer of knowledge and skills between Spanish and English. This connection and transfer is made during the Bridge, the time when students are taught to examine the similarities and differences between English and Spanish using contrastive analysis.

[5] Appendix 3- Sample of biliteracy framework for 3rd grade and blank template.

C. Language and Content Allocation by Model

All elementary school programs eventually have a 50:50 time allocation by the mid- to upper-elementary grades, with the instructional time for one year divided equally between the two languages. The ratios 90:10, 80:20, 70:30. 60:40, and 50:50 are potential choices for the initial grades of the program.

Color-coded weekly schedules are provided as example on this section. Each school will fill out a profile form where language allocation is specified. The dual language staff designated at each school should email the schedule to their multilingual manager so that the OMCP is in the best position to guide and support the DLP.

If a school decides that the best interest of students is served by alternating instruction by language on a daily or weekly basis, the OMCP should be included in this discussion in a timely manner. Students should always receive instruction in both languages.

The language and content allocation presented is considering all the elements of the biliteracy learning cycle. Sometimes teachers or administrators prefer to rigidly separate the two languages of instruction, this is a common first approach to dual language instruction to avoid code-switching. The OMCP strongly recommend that dual language staff participate in the PD facilitated by the dual language curriculum specialist to learn, plan, and practice cross-language connection activities and resources.

Clear expectations should be set for language use in English and Spanish. As student build skill in the two languages, they must be able to explore cross-lingual, metalinguistic patterns, at all grade levels, such as: cognates, reading skills, grammatical similarities, writing style variations, standard varieties and regional dialects, etc.

Biliteracy Unit- Language Allocation Plan
Grades: K-5th
Dual Language: 50:50

Español English Cross-Language

Week/Day **Week/Day**

Artes de la Lengua 120 min.	**Matemáticas 90 min.**	**Ciencias/ Estudios Sociales 45 min.**	**Language Arts 120 min.**	**Math 90 min.**	**Science/ Social Studies 45 min.**
Desarrollo de Lenguaje en Español (60 minutes)	Instrucción de Matemáticas en Español (60 minutes)	Instrucción en Español Ciencias/Estudios Sociales (35 minutes)	English Language Development (60 minutes)	English Math Instruction (60 minutes)	English Science/Social Studies Instruction (35 minutes)
Cross-Language Connection (15 minutes)	Cross-Language Connection (15 minutes)	Cross-Language Connection (10 minutes)	Cross-Language Connection (15 minutes)	Cross-Language Connection (15 minutes)	Cross-Language Connection (10 minutes)
English Language Development (15 minutes)	English Language Development (15 minutes)	**Total minutes of Instruction: 255**	Desarrollo de Lenguaje en Español (15 minutes)	Desarrollo de Lenguaje en Español (15 minutes)	**Total minutes of Instruction: 255**
Escritura en Español (30 minutes)			Writing English (30 minutes)		

Biliteracy Unit - Language Allocation Plan
Grade: K Ratio 90:10

Español English Cross-Language

Artes de la Lengua 120 min.	**Matemáticas 90 min.**	**Ciencias/ Estudios Sociales 45 min.**
Desarrollo de Lenguaje en Español (70 minutes)	Spanish Math Instruction Spanish Math Language (75 minutes)	Spanish Science/Social Studies Instruction (35 minutes)
Cross-Language Connection (20 minutes)	Cross-Language Connection (15 minutes)	Cross-Language Connection (10 minutes)
Escritura en Español (30 minutes)		**Total minutes of Instruction: 255**

Biliteracy Unit- Language Allocation Plan
Grade: 1 Ratio 80:20

Español English Cross-Language

Artes de la Lengua 120 min.	**Matemáticas 90 min.**	**Ciencias/ Estudios Sociales 45 min.**
Desarrollo de Lenguaje en Español (60 minutes)	Spanish Math Instruction Spanish Math Language (60 minutes)	Spanish Science/Social Studies Instruction (35 minutes)
Cross-Language Connection (10 minutes)	Cross-Language Connection (10 minutes)	Cross-Language Connection (10 minutes)
English Language Development (20 minutes)	English Language Development (20 minutes)	**Total minutes of Instruction: 255**
Escritura en Español (30 minutes)		

Biliteracy Unit- Language Allocation Plan
Grade: 2 Ratio 70:30

Español English Cross-Language

Language Arts	Math	Science/Social Studies
Desarrollo de Lenguaje en Español (70 minutes)	Spanish Math Instruction Spanish Math Language (50 minutes)	Spanish Science/Social Studies Instruction (40 minutes)
Cross-Language Connection (10 minutes)	Cross-Language Connection (10 minutes)	Cross-Language Connection (20 minutes)
English Language Development (20 minutes)	English Language Development (30 minutes)	**Total minutes of Instruction: 255**
Writing English (20 minutes)		

Biliteracy Unit- Language Allocation Plan
Grade: 3 Ratio 60:40

Español English Cross-Language

Language Arts	Math	Science/Social Studies
Desarrollo de Lenguaje en Español (70 minutes)	Spanish Math Instruction Spanish Math Language (50 minutes)	Spanish Science/Social Studies Instruction (40 minutes)
Cross-Language Connection (10 minutes)	Cross-Language Connection (10 minutes)	Cross-Language Connection (20 minutes)
English Language Development (20 minutes)	English Language Development (30 minutes)	**Total minutes of Instruction: 255**
Writing English (20 minutes)		

VII. Dual Language Assessment

A. Overview of Assessment in the DLP

Assessment is an important element to evaluate the effectives of the DLP implemented at each school and grade. The data and information collected from formative and summative assessments must provide information to reflect and analyze not only what students know about biliteracy but also how they process the information. In other words, teachers should collect information to make evident what students know in Spanish and English literacy to inform paired literacy instruction.

Experiences and knowledge of dual language students can never be measure or understood as independently constrained by each language separately. The biliteracy assessment propose a holistic interpretation of outcomes in a more authentic way to observe, evaluate, and monitor students biliteracy trajectories. A biliteracy trajectory requires to OMCP to assess students with parallel instruments in Spanish and English.

A holistic view of bilingualism (Grosjean, 1989; Valdés & Figueroa, 1994) provide a premise to observe a student's language processing and learning in Spanish and English as a whole, rather than separate, parallel processes in two languages. If the literacy were planned in a holistic manner that capitalized on student's abilities then we expect to see greater achievement in outcomes in both languages. Large gaps in literacy outcome data are to be expected if standardized tests are not implemented in both languages.

B. Assessment Guidelines

Considering the proper implementation of the Biliteracy Pathway proposed from the district's ReadyGEN textbook adopted, dual language teachers must create thematic units of learning in a comprehensive literacy instruction including Oracy (Speaking and Listening), Reading, and Writing. It is expected to implement at least 4 units of learning with their respective reading comprehension tests and written products in both languages in grades 2-5. This will give teachers enough information for report cards. Kindergarten and grade 1 will require a close attention from the classroom teacher to implement formative assessment tools in both languages for Listening and Speaking as a first approach

to biliteracy. For reference about second language acquisition and differentiated instruction, dual language teachers must refer to the WIDA - Can Do descriptors, also collaborate with ESOL teachers, to identify the tasks appropriate to the language proficiency level.

While students' reading scores in Spanish and English are not absolutely equivalent, there shouldn't be a large discrepancy between the two. Schools implementing DLP must track reading development for all students in Spanish and English.

District's schools will assess dual language students using developmental reading assessment (DRA2) for English and *evaluación del desarrollo de la lectura (EDL2)* for Spanish in grades K-3. The EDL2 was created as a reconstruction of the DRA2, making sure that it reflected the development of Spanish language skills and strategies. EDL2 measures comparable reading behaviors in the areas of reading engagement, oral reading fluency, accuracy, and comprehension. The DRA2 measures these same behaviors in English. The biliteracy trajectory for dual language students are expected to be in the rage of:

Grade	**Fountas & Pinnell English**	**Fountas & Pinnell Spanish**	**DRA2/EDL2**
Kindergarten	A-D	A-C	A-4
Grade 1	E-J	B-I	6-18
Grade 2	K-M	H-M	20-28
Grade 3	N-P	L-P	30-38
Grade 4	Q-S	O-T	40
Grade 5	T-V	S-W	40-50

Students, including ELs enrolled in DLP should be encourage to value their linguistic and cultural background as an asset not a disability. Language proficiency will never be considered as a criterion to decrease student scores reported in a report card. All teachers are required to differentiate instruction as assessments (including grades) always keeping in mind that they are acquiring a second language.

EDL2/DRA2 Levels by Grade Level	
Grade	**EDL2/DRA2 Levels**
K	A,1, 2, 3
1	4, 6, 8, 10, 12, 14, 16
2	18, 20, 24, 28
3	30, 34, 38
4	40
5	50

Biliteracy Reading Zones	
EDL2 Level (Spanish)	**DRA2 Levels (English)**
A-3	A-3 (exposure)
4-6	A-3
8-10	4-6
12-16	8-10
18-28	12-16
30-38	18-28
40	30-38
50-60	40+

Levels A-3 reflect skills and strategies that are emergent behaviors, such as directionality, one-to-one matching, and the concept of beginning/end. A student who has mastered reading behaviors associated with an EDL2 level 10 is expected to be learning to read concurrently in English between DRA 2 levels 4 and 6. The Spanish score supports the idea that the student reaching level 10 has the reading strategies to support working at levels 4-6 in English.

The implication of knowing what students can do in both Spanish and English reading is important for planning paired literacy instruction. Students' Spanish reading scores provide the teacher with data to inform instructional decisions for both Spanish literacy and literacy-based English Language Development (ELD).

Biliterate Benchmarks by Grade Level		
Grade	**EDL2 Level (Spanish)**	**DRA2 Levels (English)**
K	3-4	A-2
1	12-16	8-10
2	24-28	12-16
3	34-38	24-28
4	40	34-38
5	50+	40+

The OMCP recognizes that literacy acquisition in two languages may result in pacing that differs from expected pacing in monolingual settings. Therefore, OMCP acknowledge through the biliteracy framework that students on a normal trajectory is to assess each student in each language and to interpret these assessments side by side. It is important to recognize that these ranges represent high expectations, and only through consistent and coherent paired literacy instruction can we expect such reading development for emerging bilingual students.

C. Dual Language Assessments

Assessments in the DLP are designed to monitor student progress and plan for instruction in both languages. Students must be regularly assessed in both languages, even if they are significantly stronger in one than other. This allows teachers to plan appropriate lessons and inform parents of students' progress. Additionally, regular assessment in the two languages permits stakeholders to gauge program-wide success.

To these ends, assessments are conducted in Spanish and English. Reading comprehension tests and writing samples are collected in both languages according with the implementation of units of learning recommended on the Biliteracy Pathway. For biliteracy framework reference, SchoolNet has a new link for Dual Language available on the district website. Below is a chart with assessments given throughout the year.

Dual Language Assessment Chart[6]

Grade	Assessment	Administration Period	Language	Person Responsible
Kindergarten	AIMSweb+	Fall: Initial Sounds Letter Naming Fluency	English	ESOL Teacher
			Spanish	Bilingual Teacher
		Winter: Initial Sounds Letter Naming Fluency Phoneme Segmentation NWF	English	ESOL Teacher
			Spanish	Bilingual Teacher
		Spring: Letter Naming Fluency Phoneme Segmentation NWF	English	ESOL Teacher
			Spanish	Bilingual Teacher
	DRA	1st Marking period 2nd Marking period 4th Marking Period	English	ESOL Teacher
	EDL	1st Marking Period 3rd Marking period 4th Marking period	Spanish	Bilingual Teacher
First Grade	AIMSweb+	Fall: NWF ORF	English	ESOL Teacher
			Spanish	Bilingual Teacher
		Winter: NWF ORF	English	ESOL Teacher
			Spanish	Bilingual Teacher
		Spring: NWF ORF	English	ESOL Teacher
			Spanish	Bilingual Teacher
	DRA	1st Marking period 2nd Marking period 4th Marking Period	English	ESOL Teacher
	EDL	1st Marking Period 3rd Marking period 4th Marking period	Spanish	Bilingual Teacher

[6] **ACCESS for ELs - Jan – March 2019**
3rd grade and up also participate in Benchmarks and the PSSA.

Dual Language Assessment Chart[7]

Grade	Assessment	Administration Period	Language	Person Responsible
Second & Third	AIMSweb+	Fall: ORF	English	ESOL Teacher
			Spanish	Bilingual Teacher
		Winter: ORF	English	ESOL Teacher
			Spanish	Bilingual Teacher
		Spring: ORF	English	ESOL Teacher
			Spanish	Bilingual Teacher
	DRA	1st Marking period 2nd Marking period 4th Marking Period	English	ESOL Teacher
	EDL	1st Marking Period 3rd Marking period 4th Marking period	Spanish	Bilingual Teacher
Fourth & Fifth	AIMSweb+	Fall: ORF Vocab Reading Comp SRF	English	ESOL Teacher
			Spanish	Bilingual Teacher
		Winter: ORF Vocab Reading Comp SRF	English	ESOL Teacher
			Spanish	Bilingual Teacher
		Spring: ORF Vocab Reading Comp SRF	English	ESOL Teacher
			Spanish	Bilingual Teacher
	DRA	1st Marking period 2nd Marking period 4th Marking Period	English	ESOL Teacher
	EDL	1st Marking Period 3rd Marking period 4th Marking period	Spanish	Bilingual Teacher

[7] **ACCESS for ELs - Jan – March 2019**
3rd grade and up also participate in Benchmarks and the PSSA.

ELs should not receive failing grades based only on their inability to speak a second language. No DLP student enrolled in any course can be issued a grade of a D or an F unless the teacher can provide evidence and documentation of scaffolding instruction and opportunities to practice language and have multiple opportunities to access grade level knowledge.

D. Biliteracy Reading and Writing Assessment

Consistent with the goal of biliteracy, students must receive instruction in both languages. In consequence of the implemented biliteracy unit of learning, reading and writing assessment should be gathered and analyzed 4 times a year. The scores should be collected by the classroom teacher in both languages for each student. The end of unit assessment for reading comprehension from ReadyGEN will be implemented as evidence of summative assessment. The writing samples will follow the prompt and procedure recommended by *Biliteracy from the Start*[8] using the rubric to score the English and Spanish written product. Whenever possible, dual language teachers should be given time to score samples collaboratively and assess students' biliteracy trajectories. These meetings may be facilitated by school leaders or OMCP staff.

E. Interventions

All students have the right to receive quality instruction to have access to grade-level knowledge and learning experiences considering the proper accommodations, differentiated instruction and scaffolding needed to succeed in a school environment. Classroom teachers must provide multiple and diverse opportunities to promote student-teacher and student-student interactions to create significant learning experiences aligned with the PA standards through research based teaching-learning tasks.

OMCP recognizes that some students require interventions in order to have access to grade-level content regardless student's first language. However, it is imperative to emphasized that resources and activities implemented during the interventions are supplemental. Therefore, these interventions do not substitute core instruction defined in the curriculum engine, including PA standards, biliteracy units of learning, formative and summative assessments.

[8] Escamilla, K. et al. (2014) Biliteracy from the start: Literacy squared in action. Philadelphia: Caslon.

1. When does a dual language learner need literacy intervention? For literacy, the determination of whether a student needs intervention should be based on the student's achievement in their first language. If interventions are warranted, it should be provided in the student's first language. For example:

* Luis speaks Spanish as a first language and is an English learner. His reading level is on target in Spanish and below target in English. He does not need a reading intervention because he is a good reader who I in the process of acquiring English and, with quality instruction, will improve his reading level in English as he develops linguistically.

* Marco speaks Spanish as a first language, is an English learner, and his reading levels are below target in both languages. He would benefit for Spanish language reading intervention.

2. Spanish Language Materials for Intervention. The table below shows the Spanish-language interventions obtained by the OMCP by grade and tier:

	Tier 1	**Tier 2**	**Tier 3**
Kindergarten	Core materials Estrellita	Estrellita SIL Palabras a su paso	Palabras a su paso
First Grade	Core materials Estrellita	Estrellita SIL Palabras a su paso	Estrellita Palabras a su paso
Second Grade	Core materials	Escalera SIL Palabras a su paso	Escalera Palabras a su paso
Third Grade	Core materials	Escalera SIL Palabras a su paso	Escalera Palabras a su paso
Fourth Grade	Core materials	Escalera SIL Palabras a su paso	Escalera Palabras a su paso
Fifth Grade	Core materials	Escalera SIL Palabras a su paso	Escalera Palabras a su paso

Estrellita and Escalera address the following areas of concern: phonemic awareness, phonics, vocabulary, comprehension, and fluency. Kindergarten and first grade. SIL (Sistema de intervención de la lectura) addresses the following areas of concern: vocabulary, comprehension, and fluency. The

orange and green kits also address phonics. Please note that the four kits (orange, green, purple, and aqua) span five grade levels, so schools and teachers should be strategic about sharing.

SIL Kit Color	Orange	Green	Purple	Aqua
Guided Reading Levels	A-C	D-I	J-M	N-Q

3. Documentation. If the Spanish-language intervention is not available on the SDP's RtII/MTSS Online Documentation System, a note can be made in the system that paper or digital records are being kept. These paper or digital records must be maintained up-to-date by the teacher(s) providing the intervention and progress monitoring to reflect when a student received the intervention as well as results.

F. Grading and Report Cards

The progress that our dual language students are making in both English and Spanish should be collected and reported to stakeholders to reinforce the goals of the program. The following should be entered into the Student Information System for each marking period:

* Reading levels – in both languages, K-5th

* Writing stages – in both languages, K-1st

* Grades for Oral Communication – in both languages, 1st -3rd

* Grades for reading and Writing – in both languages, 1-5th. There should be at least one writing sample per language each marking period.

Skills noted on the kindergarten report card as well as grades for other subject areas, such as math, science, and social studies, can be reported as a single composite of achievement across both languages.[9]

[9] See the grade-appropriate marking guidelines for more details. https://www.philasd.org/search-results/?q=grade-appropiate%20marking%20guidelines

VIII. OMCP Support

OMCP provides support to schools implementing Dual Language Programs in a variety of ways. Core textbooks for Spanish Literacy are provided for each dual language classroom. OMCP also provides guided reading books, math materials in Spanish that correspond to the Core Math program of the school. When resources are available, OMCP will coordinate with school leadership teams to select and provide supplemental materials (e.g. manipulatives, practice Spanish booklets, etc.) to enhance dual language programs. Schools are responsible for providing all other Core texts and materials.

OMCP offers a variety of Professional Development (PD) opportunities to teachers and administrators throughout the year. In collaboration with the Center of Applied Linguistics (CAL), OMCP offers PD during the district's wide days stablished. Since these PDs are part of the district's calendar, attendance is mandatory for all dual language teachers.

OMCP also provides ongoing support though Multilingual Program Managers and the Dual Language Curriculum Specialist. The staff works closely with principals, teachers, and other stakeholders in a variety of capacities. Below is outlined the supports carried out by OMCP staff.

A. Multilingual Program Managers

OMCP's Multilingual Program Managers provide instructional and logistical support to principals, teachers, and school staff though regularly scheduled on-site visits. On-site visits may include any of the following activities:

- Discuss/reviewing program implementation & fidelity with principal and school leadership team
- Supporting principal and teachers in setting long-term and short-term goals
- Supporting in recruitment, enrollment, and placement of students
- Supporting with scheduling and logistics
- Reviewing student performance data with principal, school leadership team, and bilingual teachers

- Coaching and feedback sessions for bilingual teachers
- Addressing student-specific concerns
- Supporting RtII/MTSS process
- Addressing concerns/questions
- Facilitating professional development workshops

B. Dual Language Curriculum Development Specialist

OMCP's dual language curriculum development specialist develops and refines curriculum used in dual language programs. Supports include:

- Creating exemplar unit plans
- Supporting dual language teachers in unit and lesson planning
- Reviewing student performance data to monitor program effectiveness and inform curriculum and programmatic decisions
- Coaching and feedback sessions for dual language teachers
- Co-planning and co-teaching lessons with dual language teachers
- Providing demonstration lesson
- Facilitating professional development workshops

IX. Appendices

A. Dual Language Definitions

Biliteracy: A comprehensive approach to literacy instruction that integrates content and language instruction to connect reading with oral language and writing. Effective biliteracy instruction enables bilingual learners use reading, writing, listening, and speaking for a wide range of purposes in two languages. (Beeman & Urow, 2013, p.2)

Social Language: Can be understood as the relatively informal conversational language we use among friends and family when we communicate about everyday topics orally and in writing. (Beeman & Urow, 2013, p.2)

Academic Language: Can be understood as the relatively formal oral and written language used in academic texts and academic settings. The term "academic language" includes many different registers, such as the languages of math, science, and social studies, as well as English/Spanish state-mandated standards. (Beeman & Urow, 2013, p.2)

Bridge: The bridge occurs once students have learned new concepts in one language. It is a tool to develop metalinguistic awareness. The bridge is an instructional moment when teachers help students connect the content-area knowledge and skills they have learned in one language to the other language. (Beeman & Urow, 2013, p.4)

Emergent Bilingual: A person who has been exposed to two languages in a social or academic environment. (Escamilla, 2014, p.4)

English Language Development (ELD): The development of literacy in English. It is text based, and includes, but it is not limited to, the development of listening and speaking. ELD lessons consider what children already know about how to read and write in Spanish, and do no reteach concepts that children already know. The lessons teach children how what they know can be applied to reading and writing in English. (Escamilla, 2014, p.7)

Cross-Language Connections: It is an instructional feature to ensure that teachers provide direct and explicit attention to developing children's metalinguistic awareness about how Spanish and English are similar and different. (Escamilla, 2014, p.8)

Metalanguage: It Is thinking and talking about language, and, in the case of biliteracy, understanding the relationship between and within languages. The development of metalanguage includes the ability to identify, analyze, and manipulate language forms, and to analyze sounds, symbols, grammar, vocabulary, and language structures between and across languages. (Escamilla, 2014, p.67)

B. Definiciones del Lenguaje Dual

Biliterato: Es una visión integral de instrucción literaria que integra contenido y lenguaje en conexión con la lectura, expresión oral y escritura. Una instrucción biliterata efectiva facilita a los aprendices bilingües el uso de la lectura, escritura, hablar y escuchar en un amplio rango de actividades propuestas en los dos lenguajes. (Beeman & Urow, 2013, p.2)

Lenguaje Social: Puede ser entendido como una conversación que incluye lenguaje relativamente informal usado entre amigos y familiares cuando se habla, o se escribe, de temas cotidianos. (Beeman & Urow, 2013, p.2)

Lenguaje Académico: Puede ser entendido como el lenguaje oral o escrito relativamente formal usado en libros de texto y ambientes académicos. El término "lenguaje académico" incluye diversos y variados registros de lenguaje, por ejemplo: el lenguaje de las matemáticas, ciencias y estudios sociales. También se incluyen los estándares establecidos y obligatorios en el estado en inglés o español. (Beeman & Urow, 2013, p.2)

Puente: El puente lingüístico ocurre una vez que los estudiantes han aprendido un nuevo concepto en un lenguaje. Es una herramienta para desarrollar la conciencia metalingüística. El puente es un movimiento de instrucción donde los maestros ayudan a los estudiantes a conectar el contenido específico de un área de conocimiento y las habilidades que se han aprendido en un lenguaje para el segundo idioma. (Beeman & Urow, 2013, p.4)

Bilingüe Emergente: Es una persona que ha sido expuesta a dos lenguajes o idiomas en un ambiente social o académico. (Escamilla, 2014, p.4)

Desarrollo de Lenguaje en Inglés (ELD): Es el desarrollo de la lectoescritura en inglés. Está basado en textos; incluye, pero no se limita al desarrollo de hablar y escuchar. Las lecciones consideran lo que el estudiante ya sabe acerca de la lectura y escritura en español, por lo tanto, no se repite la enseñanza de conceptos que ya han sido aprendidos. Las lecciones enseñan a los estudiantes como lo que ya saben puede ser aplicado para leer y escribir en inglés. (Escamilla, 2014, p.7)

Conexión Transversal del Lenguaje: Es una pieza en la instrucción para asegurar que los maestros proporcionan atención explícita y directa para desarrollar la conciencia metalingüística de los estudiantes acerca de cómo hay similitudes y diferencias en los lenguajes inglés y español. (Escamilla, 2014, p.8)

Metalenguaje: Es pensar y hablar acerca del idioma, en el caso de la biliteratura, es entender la relación que existen entre los dos idiomas. El desarrollo de la metalingüística incluye la habilidad de identificar, analizar y manipular las formas del lenguaje, así como, analizar sonidos, la gramática, el vocabulario y las estructuras a través de los idiomas. (Escamilla, 2014, p.67)

C. Dual Language Interest Form

THE SCHOOL DISTRICT OF PHILADELPHIA

Dual Language Interest Form

School/*Escuela:* _____

Name of Student / *Nombre del Estudiante:*

_____

September Grade Level / *Nivel de Grado en Septiembre:* _____

◯ I want my child to participate in the Dual Language Program.
Yo quiero que mi hijo(a) participe en el Programa de Lenguaje Dual.

◯ I do not want my child to participate in the Dual Language Program.
Yo no quiero que mi hijo(a) participe en el Programa de Lenguaje Dual.

My child speaks / *Mi hijo(a) habla:*

* English */ Inglés*
* Spanish */ Español*
* Both */ Los dos*
* Other */ Otro*

Parent Signature / *Firma del Padre*

_____

Lottery Number / *Número de Sorteo:* _____

D. Frequently Asked Questions

THE SCHOOL DISTRICT OF PHILADELPHIA

Office of Multilingual Curriculum and Programs

Frequently Asked Questions

1. What is Dual Language? Dual Language is an enrichment bilingual, bi-literacy program that enforces equity between two languages. In the case of the School District of Philadelphia, currently, the two languages are English and Spanish.

2. What advantages are there for my child in a Dual Language Program?
There are three advantages:

1. Students develop full oral, reading and writing fluency in two languages.
2. Students achieve at similar or higher levels academically than their peers who are studying only one language.
3. Students develop positive attitudes about languages and cultures as well as positive attitudes about themselves.

3. When do students perform at grade level on standardized achievement tests in their first and second languages? Native English speakers tend to perform at grade level in their first language once they have received formal reading instruction through that language, and their achievement is at grade level in the second language typically by third grade, if not sooner. For English language learners, scores are usually in the average range in their first language by second grade, but as a group they achieve at grade level in English by fifth grade.

4. How do students in Dual Language compare academically to students in other types of educational programs? Studies show that overall both English language learners and native English speakers made significant progress in both languages; both groups scored at or well above grade level in both languages by middle school; and both groups performed at comparable or superior levels compared to same-language peers in other educational settings.

5. About One-Way and Two Way Dual Language

One Way Dual Language Programs have been developed for speakers of one language. For example, the one-way Dual Language program geared toward Native Spanish speakers, with instruction 50% in English and 50% in Spanish.

Two-Way Dual Language is geared toward Native Spanish speakers, as well as Native English speakers. Eventually, all dual language programs have the goal to provide instruction in two languages in all content areas. Instruction will also be provided 50% in English and 50% in Spanish. Students will be immersed in each language to develop knowledge and skills in English and Spanish.

Instruction is linear, in other words, teachers do not “reteach” material in another language. The curriculum keeps moving forward, with students receiving extra help when needed during RtI (Response to Intervention) or ESL allotted time.

E. Preguntas Frecuentes

THE SCHOOL DISTRICT OF PHILADELPHIA

Oficina Multilingüe de Currículos y Programas

Preguntas Frecuentes

1. ¿Qué es el Lenguaje Dual? El Lenguaje Dual es un programa de enriquecimiento bilingüe y biliterario que promueve la equidad entre dos idiomas. En el caso de las Escuelas Públicas de Filadelfia los dos idiomas son Inglés y Español.

2. ¿Qué ventajas hay para mi hijo/a en un Programa de Lenguaje Dual?
Hay tres ventajas:

1. Los estudiantes desarrollan por completo el lenguaje oral, lectura y escritura en dos idiomas.
2. Los estudiantes alcanzan niveles académicos similares o más altos que sus compañeros que están estudiando solo en un idioma.
3. Los estudiantes desarrollan actitudes positivas acerca de otros lenguajes y culturas, así como actitudes positivas hacia ellos mismos.

3. ¿Cuándo los estudiantes se desempeñan al nivel de grado en los exámenes estandarizados en su primer y segundo idioma? Hablantes Nativos de Ingles tienden a desempeñarse a nivel de grado una vez que han recibido instrucción formal de lenguaje, y sus logros en el segundo idioma son normalmente para el tercer grado, si no es que antes. Para Aprendices del Idioma Inglés, las calificaciones están dentro del promedio en su primer idioma para el segundo grado, pero como grupo ellos se desempeñan a nivel de grado en Ingles en quinto grado.

4. **¿Como se comparan académicamente los estudiantes en un Programa de Lenguaje Dual con estudiantes de otro tipo de programa educativo?** Los estudios demuestran que en general los Aprendices del Lenguaje Inglés y los Hablantes Nativos de Inglés progresan significativamente en los dos idiomas; ambos grupos obtienen buenos grados para la secundaria, ambos logran igual o mejores resultados en nivel superior comparados con sus compañeros que estudian en otros tipos de programas.

5. Acerca de Lenguaje Dual de Una Vía y Dos Vías.

El Programa Dual de Una Vía ha sido desarrollado para hablantes de un solo idioma. Por ejemplo, el Programa Dual de una Vía está dirigido para los que hablan Español nativo con instrucción de 50% en Inglés y 50% Español.

El Programa Dual de Dos Vías es implementado empezando en Kínder. Este programa está dirigido para hablantes de Español y Hablantes de Inglés Nativo. La instrucción será también de 50% en Inglés y 50% en Español. Los estudiantes estarán inmersos en los dos idiomas.

La instrucción es lineal, es decir, los maestros no van a repetir el material en el segundo idioma. El contenido curricular seguirá avanzando, mientras que los estudiantes reciben ayuda extra cuando lo necesiten durante el tiempo de intervenciones “RtI” o el tiempo asignado de ESL.

F. Letter of Acceptance

THE SCHOOL DISTRICT OF PHILADELPHIA

Date: _____

Dear Parents/Guardians of _____.

Congratulations! Your child has been accepted into the Dual Language Program at _____ Elementary School. This program provides the unique opportunity to learn to listen, speak, read, and write in both English and Spanish. Math, science, and social studies will also be studied in both languages.

In order to reserve you child's space, please read and return the enclosed Acceptance Response Form to the school by _____. If we don't hear from you by this date, the space may be filled by another student. We look forward to having your child at _____ Elementary School.

Sincerely,

_____

Principal

G. Carta de Aceptación

THE SCHOOL DISTRICT OF PHILADELPHIA

Fecha: _____

Estimado Padre de Familia/Guardián de _____.

¡Felicidades! Su hijo/a ha sido aceptado dentro del Programa de Lenguaje Dual en la Escuela Primaria _____. Este programa provee la oportunidad única de aprender a escuchar, hablar, leer y escribir en Inglés y Español. Matemáticas, ciencias y estudios sociales serán enseñado también en los dos idiomas.

Para reservar el espacio de su niño/a, por favor lea y responda la forma de respuesta de aceptación a la escuela a más tardar el _____. Si nosotros no recibimos respuesta de usted, el espacio podría ser ocupado por otro estudiante. Esperamos tener a su niño/a en nuestra Escuela Primaria _____.

Atentamente:

_____

Director Escolar

H. Acceptance Response Form

THE SCHOOL DISTRICT OF PHILADELPHIA

To Whom It May Concern:

I have received the Dual Language Acceptance Form for my child, _____. My child (mark one):

_____ Will participate in the Dual Language Program.

_____ Will NOT participate in the Dual Language Program.

Parent Name: _____

Parent Signature: _____

Once completed, please return this form to the school.

A quien corresponda:

He recibido la Forma de Aceptación de Lenguaje Dual para mi hijo/a, _____. Mi hijo/a (marque una):

_____ Si participará en el Programa de Lenguaje Dual.

_____ No participará en el Programa de Lenguaje Dual.

Nombre del Padre de Familia: _____

Firma del Padre de Familia: _____

Cuando este complete, por favor regrese esta forma a la escuela.

I. Parental Commitment

THE SCHOOL DISTRICT OF PHILADELPHIA

Parental Commitment for Students New to the Dual Language Program[10]

I have read and reviewed the Frequently Asked Questions about Dual Language Programs. I understand the guidelines and the conditions necessary for the successful participation of my child in the program. I agree to support my child and the program by committing to the following criteria: (Please initial each line)

_____ I understand that being a part of this program is a unique educational opportunity. My child will participate in the program during their entire career at _____ Elementary School.

_____ My child will maintain consistent attendance. Excessive absences will result in limited exposure to Spanish and English, which can lead to deficiencies in his or her bilingual development.

_____ In the dual language model, my child will receive content instruction in both English and Spanish languages.

_____ My child will receive literacy instruction in both English and Spanish from kindergarten through the highest grade offered at the school.

_____ My child will continue to learn and develop academically, socially, and culturally in Spanish and English for the duration of the program.

_____ I will commit to attend Dual Language Program-specific parent meetings, participate in Dual Language events and support my child's teachers.

_____ I understand the importance of helping my child learn at home in the language I am most comfortable using. If I am a native Spanish speaker, I will read to my child in Spanish and discuss topics learned in school in Spanish to help build background knowledge. If I am a native English speaker, I will read with my child in English and discuss topics learned in school in English to help build background knowledge.

_____ _____

Parent signature Date

[10] Adapted from Woodland School District 50, Illinois.

J. Carta Compromiso

THE SCHOOL DISTRICT OF PHILADELPHIA

Carta Compromiso para Padres de Estudiantes Nuevos en el Programa de Lenguaje Dual[11]

Yo he leído y revisado las preguntas frecuentes de los Programas de Lenguaje Dual. Entiendo las recomendaciones y condiciones necesarias para la participación exitosa de mi hijo/a en el programa. Estoy de acuerdo con apoyar a mi hijo/a y el programa comprometiéndome con el siguiente criterio: (por favor escriba sus iniciales en cada línea)

_____ Yo entiendo que ser parte de este programa in una oportunidad educativa única. Mi hijo/a participará en el programa durante toda su estadía académica en la Escuela Primaria _____.

_____ Mi hijo/a mantendrá una asistencia consistente. Las ausencias excesivas resultarán en una exposición y práctica limitada de Español e Inglés, lo cual puede conducir a deficiencias en su desarrollo bilingüe.

_____ En el modelo de lenguaje dual, mi hijo/a recibirá el contenido de instrucción en ambos idiomas, Español e Inglés.

_____ Mi hijo/a recibirá instrucción en literatura en Español e Inglés desde Kínder y hasta el grado más alto que se de en la escuela.

_____ Mi hijo/a continuará aprendiendo como desarrollarse académica, social y culturalmente en Español e Inglés por toda la duración del programa.

_____ Me comprometo a asistir a las reuniones de padres y eventos relacionadas al Programa de Lenguaje Dual, así como apoyar a los maestros de mi hijo/a.

_____ Entiendo la importancia de ayudar a mi hijo/a a aprender en casa en el idioma que me siento más cómodo utilizando. Si mi primer idioma es Español, voy a leer a mi hijo/a en Español y discutir los temas aprendidos en la escuela en Español para construir experiencias de aprendizaje. Si mi primer idioma es Inglés, voy a leer a mi hijo/a en Inglés y discutir los temas aprendidos en la escuela en Inglés para construir experiencias de aprendizaje.

_____ _____

Firma del Padre de Familia Fecha

_____

[11] Adaptado de Woodland School District 50, Illinois.

K. Student Learning Objective

SLOs in Dual Language Classrooms

When developing Student Learning Objectives (SLOs) in the dual Language classroom, teachers should keep in mind the primary goal of the Dual Language Program, which is for the students to become bilingual and biliterate; that is, develop proficiency in reading, writing, listening, and speaking in both English and Spanish. In whatever way language intersects with the SLO goal, all students should be moving towards increasing level of bilingualism and biliteracy.

SLO for dual language teachers can be language-specific with respect to both or either language, or language neutral with respect to a skill that can be demonstrated in either language.

A few examples include:

- All students will increase their reading levels in Spanish and English. (This goal aligns most closely with the goals of the Dual Language Program).
- All students will increase their reading levels in Spanish.
- All students will increase their reading levels in English.
- All students will demonstrate a given sill in both languages.

When setting targets for the class, bands of students, or individual students, their native language, ELL status, and W-APT/ACCESS level should be taken into account.

L. Dual Language Profile

Dual Language Profile

School:	Dual Language Leader:

Dual Language Program:

☐ 50/50 ☐ 90/10 ☐ 80/20

Staff:	Grade(s):
☐ Self-contained ☐ Co-teaching	

Language Allocation:

☐ Day Spanish – Day English ☐ Week Spanish – Week English ☐ ___ morning - ___ afternoon

Other:

_____

_____

_____

Textbook Adopted:

_____

Strategies:

☐ GLAD ☐ QTEL ☐ Biliteracy Other: _____

_____

Assessments:

English:

_____

_____

Spanish:

_____

_____

Notes:

M. Biliteracy Framework

Biliteracy Unit Framework

Units of Study Guide

Daily instruction should be dedicated to building knowledge through oracy, reading, and writing. The instructional time is dedicated to content building through the lines of inquiry. The instruction in both English/Spanish will allow students to:

* Build background knowledge through reading and experiences
* Read complex texts
* Build and use vocabulary
* Read widely
* Respond to reading through speaking and listening
* Respond to reading through writing

Language instruction

Complex texts are filled with words that enhance students' exposure to rich vocabulary. The learning plans will identify words that are worthy to teaching. These words are chosen for their utility across texts and content and for explicit vocabulary instruction that provides students with access to the words while speaking and writing.

There are additional words that students may need to know in order to understand a text. Therefore, it will be important take into consideration the content and language learned in L1 linked with L2. The understanding of vocabulary words could be facilitated by the use of anchor charts, side by side charts, pictorial input chart, content dictionaries, glossaries, etc.

Unit Focus In this unit, students will:	**Knowledge** Students will know…	**Skills** Students will be skilled at (Do)…
Unit Vocabulary Content vocabulary: Academic vocabulary (from standards):	**Lines of inquiry** Students will keep considering…	**Understanding**

Big Idea: **Theme:**	**Content area:**
Language in which this content area is taught: English	**Language allocation:** ____% Spanish; ____% English
PA Core Standards:	**PA Academic Standard**
Learning Objectives	
Content: **Language:** **Spanish:** **English:** **Cross-linguistic:**	

Dual Language Learning Cycle

Textbooks Anchor Text (Spanish) - Anchor Text (English) - Supporting texts: Spanish - English -
Oracy:
Reading:
Writing:
Foundational Skills:

Summative assessment:
The bridge:
Metalinguistic:
Notes:

N. Classroom "Look Fors"

Dual language Classroom "Look Fors"

Teacher's Name: _____ Date: _____

Administrator's Name: _____

Classroom Environment & Artifacts (please check all that apply)	
	Fiction story books are available in each language.
	Nonfiction books are available in each language.
	Reading materials are organized (e.g. by genre, by language, or by level).
	Classroom labels are displayed in each language.
	Word banks are displayed in each language.
	Tools, strategies, and rubrics are displayed in the language of instruction for that subject.
	Displayed students work with feedback.
	Each student has a writing journal with graded work.
	Multiple cultural perspectives are evident and encouraged.
	Content objectives and daily schedule are posted.
	Classroom is well organized, with different parts of the room serving different functions (library, writing, computer, etc.).
Comments:	

Instructional Practices (please check all that apply)	
	Teacher employs a variety of teaching strategies, including visuals, student conversations, vocabulary of instruction, sentences frames, etc.
	There are clear routines in the classroom to allow for efficient transitions, and little time is lost due to disruptions.
	Planned activities and assessments are differentiated for student's language levels.
	Teacher encourages critical thinking by using higher order thinking questions and activities. ___ Compare and Contrast ___ Application ___Synthesis ___ Analysis ___ Evaluation
	Teacher scaffolds input to promote comprehension (through use of visuals, guiding questions, modeling, and gestures).
	The lesson is clearly aligned with the posted objectives, and the objectives are shared with students.
	The teacher is well prepared to deliver the lesson, and the lesson plan is available as a resource.
	Teacher plans for flexible grouping: ___ Whole group ___ Small group ___ Pair work ___ Individual work
Comments:	

Language Use & Language Distribution

(please check all that apply)

	One language is the focus of lesson delivery.
	Language of instruction matches the guidelines for the grade level and content area.
	Student are encouraged to use the designated language of the lesson.
	Language used by the teacher is an appropriately formal model for students, according to their grade level and the instructional area.
	Students are introduced to new vocabulary and sentence structures to help them to develop more formal and domain specific language.
	Teacher talk is used effectively, but does not dominate the lesson.
	Students receive frequent feedback on their language use during the lesson.

Percentage of each language used during the lesson:
English _____ Spanish_____

Comments:

Student Engagement & Participation

(please check all that apply)

	Students are actively involved in using the language during the lesson.
	Students know what they are meant to learn, and why this is important.
	Students are actively engaged in the activity.
	Students are encouraged to ask questions and to share ideas.
	Students are encouraged to take risks with the language.
	Students work as a learning community: They willingly help peers and encourage peers' learning.
	Comments:

O. Blended Learning Initiative

Blended Learning Initiative (BLI) in Dual Language Schools

Inter-office collaboration at the SDP resulted in the four key concepts listed below:

1. Time spent at the digital workstation in a given language counts toward the allocation of that language.

2. Schools are encouraged to design collaborative reading, writing, and speaking activities that reinforce the idea that technology is utilized in many languages.

3. Integrate instruction thematically.

4. Be aware of the language supports available in each online tool.

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