

School Year

2015-16

DUAL LANGUAGE PROGRAM HANDBOOK

THE SCHOOL DISTRICT OF PHILADELPHIA

OFFICE OF MULTILINGUAL CURRICULUM AND PROGRAMS

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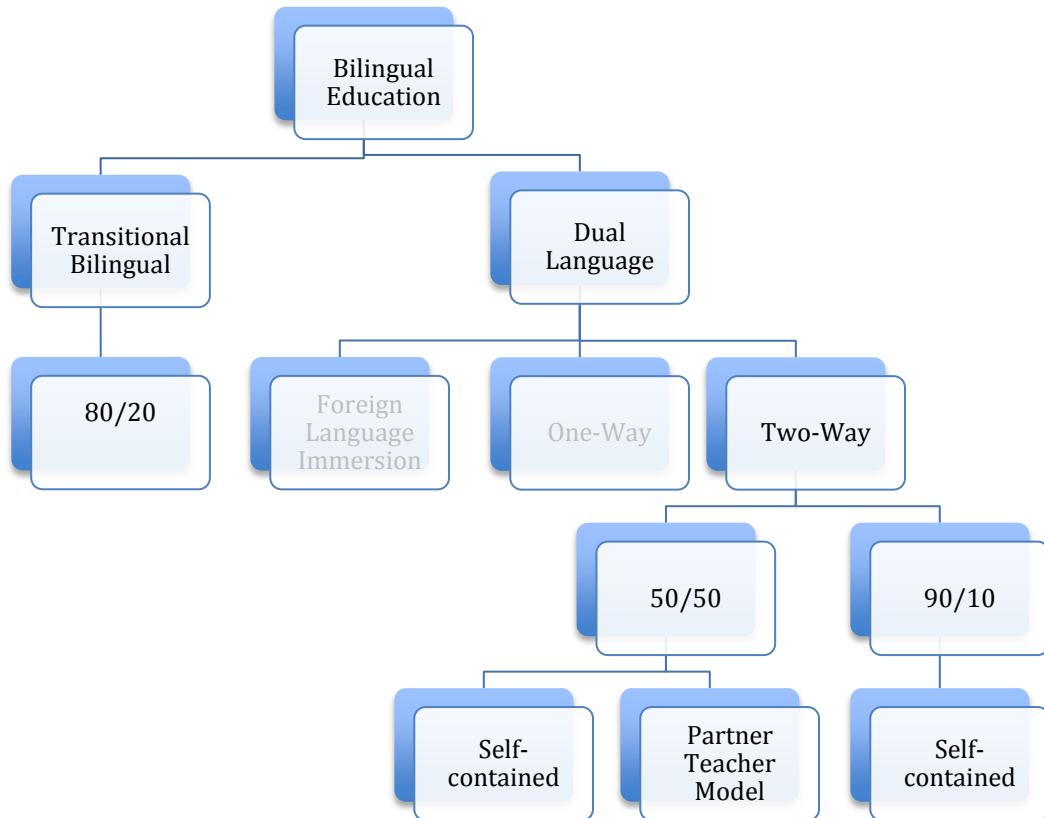
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I. Overview & Rationale

Dual Language Programs, which constitute one type of bilingual program, provide participating students with instruction in their native language as well as a second language. Content instruction is delivered in both languages. Starting in school year 2014-2015, the School District of Philadelphia began a shift towards Dual Language from Transitional Bilingual, another type of bilingual program. The SDP currently provides Dual Language instruction pairing Spanish and English. The model is Two-Way Immersion, with students from each language background learning together and bolstering each other’s progress, as opposed to one-way immersion, in which all students come from one language background.

A selection of types of bilingual programs, with those implemented by the SDP in black type:



Research has shown that Dual Language Programs are the most effective form of education for English Language Learners¹. Additionally, a recent study has also shown that Dual Language Programs are the most effective form of education for Latino non-ELLs².

In our mission to provide the best education possible for our students, providing instruction in two languages is clearly an advantage, especially considering the personal and economic opportunities that bilingualism provides in an increasingly globalized 21st century.

II. Goals

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

- Become bilingual and biliterate; that is, develop proficiency in reading, writing, listening, and speaking in both English and Spanish.
- Become bicultural, being able to interact competently with the groups that they encounter in the program.
- Meet and exceed grade-level content expectations, as defined by the PA Core Standards.

III. General Program Description

A. Dual Language (TWI) Education

Dual Language Two-way immersion programs (from now on referred to as Dual Language) are characterized by incorporating in one class students whose native language is not English and students whose native language is English. The aim of these programs is to promote "bilingualism, biliteracy and biculturalism" for *all* students. As in other bilingual education programs, one of the goals of Dual Language education is for

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.

² Lindholm-Leary, K. & Hernandez, A. (2011). Achievement and Language Proficiency of Latino Students in Dual Language Programmes: Native English Speakers, Fluent English/Previous ELLs, and Current ELLs. *Journal of Multilingual and Multicultural Development*, 32(6), 531-545.

English Language Learners 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 three key features of SDP Dual Language programs are the following:

1. Classes must include a balanced number of students from both language groups,
2. Students should be together for all academic instruction (content and language) or most of it, and,
3. Academic instruction must be provided to all students in both languages.

Depending on the different models, the introduction to formal instruction in reading and writing can be done in both languages for both groups or through the minority language for all students. But usually by grade 3 all students, regardless of model, are receiving instruction in reading and writing in both languages.

Lessons are not repeated in one language after the other, but skills and knowledge taught in one language are reinforced in the other language through thematic teaching and attention to cross-linguistic development.

B. SDP Dual Language Program Models

The School District of Philadelphia currently offers two different models:

1. *50/50 Model or "balanced model,"* this model provides the same amount of instruction in the two languages from the beginning of the program.

Grade	Spanish	English
Kindergarten – Eighth Grade	50%	50%

This model is being offered at four schools: **Taylor Elementary School, McClure Elementary School, Elkin Elementary School, and Muñoz-Marín**

Elementary School (Neighborhood Network 4). At this time the program extends from Kindergarten to Second Grade with a new grade being added every year.

2. *90/10 Model or "dominant minority language,"* this model provides most of the instruction in the early years in the minority language (Spanish), gradually increasing the amount of instruction in the majority language (English) until they reach similar levels in the two languages, usually by grade 4 or 5.

Grade	Spanish	English
Kindergarten	90%	10%
First Grade	80%	20%
Second Grade	70%	30%
Third Grade	60%	40%
Fourth Grade	50%	50%
Fifth Grade	50%	50%
Sixth Grade	50%	50%
Seventh Grade	50%	50%
Eighth Grade	50%	50%

This model is currently offered at **Southwark Elementary School** (Neighborhood Network 1). At this time the program extends from Kindergarten to First Grade with a new grade being added every year.

IV. Parent/Guardian Outreach and Commitment

A. Outreach and Communication

Family involvement is integral to a successful Dual Language program. Schools 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. Schools 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 meetings or workshops to educate families on Dual Language related topics such as:

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

B. Commitment

All parents interested in the Dual Language program must do the following:

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

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

Dual Language Enrollment Timeline

TIME	ACTIONS
January-May	<ul style="list-style-type: none"> • Register at the school of interest • Complete Dual Language Interest Form which will provide Lottery number • Attend a <i>mandatory</i> Dual Language Informational Meeting for Parents/Guardians
June	<ul style="list-style-type: none"> • School/OMCP conducts Lottery • School distributes Acceptance Letters • Parents/Guardians return Acceptance Response Forms
August-September	<ul style="list-style-type: none"> • Attend a <i>mandatory</i> Dual Language Informational Meeting for Parents/Guardians (if not attended in the Spring) • Sign and submit Parental Commitment Letter

V. Enrollment and Placement

A. Initial Enrollment

The Dual Language classroom at each grade level will have a maximum of 30 seats available. In order to ensure a successful program, we must have a balance of students. Students identified as English Language Learners (ELLs) will be placed in the program first. ELLs will be distributed evenly if a school has more than one Dual Language classroom per grade. The breakdown of language speakers will be as follows:

- 50-60% Spanish dominant ELLs (15-18 students)
- 40-50% Non-ELLs, including English-dominant students and Spanish speakers not qualifying for ESL services (12-15 students)

Spanish dominant students will be allowed to enter the Dual Language program at any grade. English dominant students may enter no later than first grade. Younger siblings of students already selected for participation in the program will automatically 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 Spanish Dual Language Program. 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 Dual Language program moves out of the school's catchment area, the student will have the option to remain at the school in the Dual Language program.

Students transferring from another Dual Language program will be admitted based on eligibility and space as an identified LEP student. ELLs transferring from another Dual Language program 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 native Spanish speakers in order to provide strong models of the target language.
Parent Outreach	Schools, with support from OMCP, will host an annual dual language informational meeting open to the community in the spring.	Schools 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 in this handbook must be followed to ensure sufficient instruction in both Spanish and English.	The daily scheduling of instruction in each language is flexible and may be situated as needed to accommodate breakfast, lunch, bathroom and prep times, as long as correct percentages are maintained.
Curriculum	The PA Core Standards on the SDP Curriculum Engine guide instruction.	Schools and teachers choose among the materials that they have available to meet the standards. <i>Being a Writer</i> is the recommended writing program.
Assessment	Reading and writing assessment must occur in both languages as outlined in this handbook.	Subject-specific and school-based testing can be implemented as needed to monitor student progress, whenever it is appropriate for language learners and balanced with instructional time.
Professional Development	Bilingual teachers are required to attend any bilingual PD during school hours.	Bilingual teachers and ESOL teachers in dual language schools are encouraged to attend at least 3 voluntary, compensated sessions of PD during each school year.

B. Curriculum

Dual language teachers will use the PA Core standards as described on the SDP curriculum engine to guide their instruction. With the exception of phonics, these standards can be taught and reached in Spanish, English, or both. English phonics standards are outlined on the curriculum engine. Spanish phonics standards can be found in Spanish materials that vary by school (e.g. Trofeos, VillaCuentos, Imagínalo, Esperanza, Yabisí). To facilitate continuity in learning content and language during literacy instruction, teachers are encouraged to create and utilize thematic units. While a given text may be available in both languages, teachers are encouraged to choose one language for that text. On occasion, the class may use the same text in two languages with separate skill emphasis, or to examine metalinguistic elements. Lessons should not be duplicated in the two languages.

C. Language and content allocation by grade and program

1. 50/50 Model

In classrooms with the 50/50 Model, a portion of the literacy block is taught in each language. Writer's workshop, ideally implemented using the program "Being a Writer," is taught using Spanish for one unit and English for the next. Math is also taught in both languages, alternating by unit. Science and social studies are integrated into literacy in both languages whenever possible. Special classes (for example art, music, and technology) are taught in English. Components should be grouped by language of instruction for the day, though the order of the languages, and that or the components within each language, is flexible. Shared and guided writing can be infused throughout the day, in addition to writing instruction during writer's workshop.

Dual Language Program Handbook 2015-2016

Kindergarten Daily Schedule	
Spanish literacy <ul style="list-style-type: none"> • Phonemic awareness & phonics: 20 min • Shared reading or read aloud: 20 min • Guided reading: 25 min 	65 min
English literacy <ul style="list-style-type: none"> • Phonemic awareness & phonics: 10-20 min • Shared reading or read aloud: 15-20 min • Guided reading: 20 min 	50 min
Writer’s Workshop (Alternates Spanish and English by unit) <ul style="list-style-type: none"> • Mentor text for shared reading or read aloud • Cooperative practice • Independent practice 	40 min
Math (Alternates Spanish and English by unit)	90 min
Special (English)	45 min

In first and second grades, the literacy minutes are increased:

First and Second Grade Daily Schedule	
Spanish literacy <ul style="list-style-type: none"> • Phonemic awareness & phonics: 20 min • Shared reading or read aloud: 20-30 min • Guided reading: 20-30 min 	70 min
English literacy <ul style="list-style-type: none"> • Phonemic awareness & phonics: 10-20 min • Shared reading or read aloud: 15-20 min • Guided reading: 20 min 	55 min
Writer’s Workshop (Alternates Spanish and English by unit) <ul style="list-style-type: none"> • Mentor text for shared reading or read aloud • Cooperative practice • Independent practice 	40 min
Math (Alternates Spanish and English by unit)	90 min
Special (English)	45 min

2. 90/10 Model

Kindergarten Daily Schedule 90/10 language allocation	
Spanish Literacy	120 minutes
Math (Spanish)	90 minutes
Science or Social Studies (Spanish)	30 minutes
Special (English)	45 minutes

First grade is similar to kindergarten, though the language allocation is adjusted slightly.

First Grade Daily Schedule 80/20 language allocation	
Spanish Literacy	120 minutes
Math (Spanish)	90 minutes
Science or Social Studies (Spanish)	45 minutes
Special (English)	45 minutes

The bilingual first grade teacher will also integrate 75 minutes a week of English language development. This could be divided into 3 sessions a week of 25 minutes each, and could take place during literacy, math, science and/or social studies.

VII. Dual Language Assessment

A. Overview of Assessment in the Dual Language Program

Assessment in the Dual Language Program is 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 the other. This allows teachers to plan appropriate lessons and inform parents of student progress. Additionally, regular assessment in the two languages permits stakeholders to gauge program-wide success.

To these ends, some reading assessments are conducted in Spanish, and others are conducted in English. Writing samples are collected in both languages. Below is a summary of the assessments given throughout the year, organized by marking period. In the following pages, details on assessment guidelines, bilingual writing portfolios, and assessments by language can be found.

Marking Period	Assessment
1 st Marking Period	AIMSweb
	DRA and EDL
	Bilingual Writing Portfolio Sample (1 st Grade and above)
2 nd Marking Period	AIMSweb
	EDL
	Bilingual Writing Portfolio Sample & ACCESS for ELLs
	DRA (50/50) or EDL (90/10)
3 rd Marking Period	Bilingual Writing Portfolio Sample
	AIMSweb
4 th Marking Period	DRA and EDL

B. Assessment Guidelines

An explanation of the assessment can be given in the student's first language. The actual instructions, however, should be given in the language of the assessment. All correct responses can be noted, but for the AIMSweb measures (including TEL, MIDE, and R-CBM) and DRA/EDL accuracy percentage, only responses in the language of the assessment are to be counted towards the final score. For comprehension on the DRA and EDL, responses in either language can count towards a student's score.

For grades in content classes, students should be assessed according to their demonstration of content knowledge, not their language proficiency.

C. Bilingual Writing Portfolios

Consistent with the goal of biliteracy, students must receive writing instruction in both languages. To facilitate student and teacher reflection, writing samples will be collected 2-3 times a year (twice in kindergarten, 3 times in grades 1 & 2) in a bilingual writing portfolio kept by the bilingual teacher, in addition to any writing portfolio maintained by the student. Samples of each of the following genres will be collected each year: narrative, informational, and opinion/argumentative (this last genre applies to first grade and above only). The fall and winter samples may be those written by the student during writer's workshop. Timed samples for fall and winter are optional. The spring samples should be timed, following the prompt and procedure inspired by *Biliteracy from the Start*³ and fine-tuned by bilingual teachers and the Office of Multilingual Curriculum and Programs. Bilingual teachers will be given time to score these samples collaboratively using a longitudinal rubric during sessions of the Bilingual Institute. Teachers unable to attend the Bilingual Institute are responsible for scoring on their own.

³ Escamilla, K. , et al. (2014). *Biliteracy from the start: Literacy squared in action*. Philadelphia: Caslon.

D. 2015-2016 Calendar for Kindergartens in 50/50 Programs

Assessment	Administration Dates	Language	Person Responsible	
AIMSweb MIDE (Spanish assessment including LNF ⁴ , SSF, LSF, and SRF.)	Sept 8 – Oct 30, 2015	Spanish: LNF	Bilingual Teacher	
		English: LNF	ESOL Teacher	
	Jan 4 – Feb 3, 2016	Spanish: LNF, SSF, LSF, SRF	Bilingual Teacher	
		English: LNF, LSF, PSF, NWF	ESOL Teacher	
	AIMSweb TEL (English assessment including LNF, LSF, PSF, and NWF)	May 2 – May 27, 2016	Spanish: LNF, SSF, LSF, SRF	Bilingual Teacher
			English: LNF, LSF, PSF, NWF	ESOL Teacher
DRA2, EDL For all dual language students, not limited to those at risk.	1 st Marking Period	Spanish	Bilingual Teacher	
	Sept 8 – Nov 18	English	ESOL Teacher	
	2 nd Marking Period	Spanish	Bilingual Teacher	
	Nov 19 – Feb 8 ⁵			
	3 rd Marking Period	English	ESOL Teacher	
	Feb 9 – April 18 ⁶			
	4 th Marking Period	Spanish	Bilingual Teacher	
	April 19 – June 13	English	ESOL Teacher	
Writing Portfolio Samples	Feb 1 – March 4	Spanish & English (From writer's workshop)	Bilingual Teacher	
	April 1 – May 6	Spanish & English (Timed)	Bilingual Teacher	
ACCESS for ELLs	Jan 25 – March 4, 2016	English	ESOL and/or Bilingual Teacher	

⁴ Only letters named in Spanish are correct for the Spanish MIDE.

⁵ Highly recommended

⁶ Highly recommended

E. 2015-2016 Calendar for 1st and 2nd Grades in 50/50 Programs

Assessment	Administration Dates	Language	Person Responsible
AIMSweb • R-CBM • NWF (1 st Grade)	Sept 8 – Oct 30, 2015	English	ESOL Teacher
	Jan 4 – Feb 3, 2016	English	ESOL Teacher
	May 2 – May 27, 2016	English	ESOL Teacher
DRA2, EDL For all dual language students, not limited to those at risk.	1 st Marking Period	Spanish	Bilingual Teacher
	Sept 8 – Nov 18	English	ESOL Teacher
	2 nd Marking Period	Spanish	Bilingual Teacher
	Nov 19 – Feb 8 ⁷		
	3 rd Marking Period	English	ESOL Teacher
	Feb 9 – April 18 ⁸		
4 th Marking Period April 19 – June 13	Spanish	Bilingual Teacher	
	English	ESOL Teacher	
Writing Portfolio Samples	Nov 2 – Dec 4	Spanish & English (From writer's workshop)	Bilingual Teacher
	Feb 1 – March 4	Spanish & English (From writer's workshop)	Bilingual Teacher
	April 1 – May 6	Spanish & English (Timed)	Bilingual Teacher
ACCESS for ELLs	Jan 25 – March 4, 2016	English	ESOL and/or Bilingual Teacher

⁷ Highly recommended

⁸ Highly recommended

F. 2015-2016 Calendar for Kindergarten 90/10 Programs

Assessment	Administration Dates	Language	Person Responsible
AIMSweb MIDE (Spanish assessment including LNF ⁹ , SSF, LSF, and SRF.)	Sept 8 – Oct 30, 2015	Spanish: LNF	Bilingual Teacher
		English: LNF	ESOL Teacher or SBTL
	Jan 4 – Feb 3, 2016	Spanish: LNF, SSF, LSF, SRF	Bilingual Teacher
	AIMSweb TEL (English assessment including LNF, LSF, PSF, and NWF)	May 2 – May 27, 2016	Spanish: LNF, SSF, LSF, SRF
English: LNF, LSF, PSF, NWF			ESOL Teacher or SBTL
DRA2, EDL For all dual language students, not limited to those at risk.	1 st Marking Period	Spanish	Bilingual Teacher
	Sept 8 – Nov 18	English	ESOL Teacher or SBTL
	2 nd Marking Period	Spanish	Bilingual Teacher
	Nov 19 – Feb 8 ¹⁰		
	3 rd Marking Period	Spanish	Bilingual Teacher
Feb 9 – April 18 ¹¹			
4 th Marking Period	Spanish	Bilingual Teacher	
	April 19 – June 13	English	ESOL Teacher or SBTL
Writing Portfolio Samples	Feb 1 – March 4	Spanish (From writer's workshop)	Bilingual Teacher
	April 1 – May 6	Spanish & English (Timed)	Bilingual Teacher
ACCESS for ELLs	Jan 25 – March 4, 2016	English	ESOL and/or Bilingual Teacher

⁹ Only letters named in Spanish are correct for the Spanish MIDE.

¹⁰ Highly recommended

¹¹ Highly recommended

G. 2015-2016 Calendar for First Grade 90/10 Programs

Assessment	Administration Dates	Language	Person Responsible
AIMSweb <ul style="list-style-type: none"> • R-CBM in English • R-Spanish 	Sept 8 – Oct 30, 2015	Spanish	Bilingual Teacher
		English	ESOL Teacher or SBTL
	Jan 4 – Feb 3, 2016	Spanish	Bilingual Teacher
	May 2 – May 27, 2016	Spanish	Bilingual Teacher
		English	ESOL Teacher or SBTL
DRA2, EDL For all dual language students, not limited to those at risk.	1 st Marking Period	Spanish	Bilingual Teacher
	Sept 8 – Nov 18	English	ESOL Teacher or SBTL
	2 nd Marking Period	Spanish	Bilingual Teacher
	Nov 19 – Feb 8 ¹²		
	3 rd Marking Period	Spanish	Bilingual Teacher
	Feb 9 – April 18 ¹³		
4 th Marking Period	Spanish	Bilingual Teacher	
	April 19 – June 13	English	ESOL Teacher
Writing Portfolio Samples	Nov 2 – Dec 4	Spanish (From writer’s workshop)	Bilingual Teacher
	Feb 1 – March 4	Spanish (From writer’s workshop)	Bilingual Teacher
	April 1 – May 6	Spanish & English (Timed)	Bilingual Teacher
ACCESS for ELLs	Jan 25 – March 4, 2016	English	ESOL and/or Bilingual Teacher

¹² Highly recommended

¹³ Highly recommended

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 Math materials in Spanish that correspond to the Core Math program of the school. In addition, OMCP supplies each bilingual classroom a writing program (Being a Writer) to support writers' workshop. When resources are available, OMCP will coordinate with school leadership teams to select and provide supplemental materials (e.g. leveled readers, manipulatives, 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 University of Pennsylvania, OMCP offers PD afterschool and on weekends through the *Bilingual Institute*. The *Bilingual Institute* focuses on instructional strategies for developing biliteracy and meta-linguistic awareness. While this PD series is optional, participation is highly recommended for all bilingual teachers and administrators.

OMCP also provides ongoing support through Multilingual Program Managers and a Bilingual Curriculum Development Specialist. These individuals work closely with principals, teachers, and other key stakeholders in a variety of capacities. Below outlines the supports carried out by OMCP staff.

Multilingual Program Managers:

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

- Discussing/reviewing program implementation & fidelity with principal and school leadership team¹⁴
- 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

¹⁴ Managers will use "Program Implementation Review Form" (see Appendix F) to structure dialog regarding program implementation and fidelity

- Reviewing student performance data with principal, school leadership team, and bilingual teachers
- Coaching and feedback sessions for bilingual teachers
- Supporting bilingual teachers in unit and lesson planning
- Addressing student-specific concerns
- Supporting RtII/MTSS process
- Addressing concerns/questions
- Facilitating professional development workshops

Bilingual Curriculum Development Specialist:

OMCP's Bilingual Curriculum Development Specialist develops and refines curriculum used in dual language programs. Supports include:

- Creating exemplar unit plans and lesson plans
- Reviewing student performance data to monitor program effectiveness and inform curriculum and programmatic decisions.
- Coaching and feedback sessions for bilingual teachers
- Providing demonstration lessons
- Co-planning and co-teaching lessons with bilingual teachers



THE SCHOOL DISTRICT OF
PHILADELPHIA

Dual Language Interest Form

Date/Fecha _____

Name of Student/Nombre del Estudiante

September Grade Level/Nivel de Grado de Septiembre _____

Primary Language of Student/Idioma Principal del
Estudiante _____

- I want my child to participate in the Dual Language Program/ Yo deseo que mi hijo(a) participe en el Programa Bilingüe
- I do not want my child to participate in the Dual Language Program/ Yo no deseo que mi hijo(a) participe en el Programa Bilingüe

Parent Signature/Firma del
Padre _____

Lottery Number/Número de sorteo _____

Parents' Questions about Dual Language Programs

Adapted by Brown University from "The Two-Way Immersion Toolkit," Center for Applied Linguistics

1. What advantages are there for my child in a dual language program? Are the advantages the same for language minority and language majority students?

There are three major advantages for students of both language backgrounds, all tied to the goals of dual language education. The first advantage is that students develop full oral and reading and writing proficiency in two languages. This allows them to see their first language in a comparative perspective, which in turn helps them analyze and refine their language use.

A second advantage is that students not only achieve at levels that are similar to or higher than those of their peers enrolled in other programs on standardized tests of reading and math in English, but in addition they are able to read and write at grade level in another language. This in turn positively affects general academic performance. Research shows that there are fewer high school drop-outs from dual language programs than from other programs. Researchers also found that most dual language students expect to attend college. Thus, not only do dual language programs appear to improve academic performance but they may also enhance job opportunities in the future.

The third advantage is attitudinal: Students in dual language programs develop very positive attitudes about students of other language and cultural backgrounds, and positive attitudes toward themselves as learners. For example, researchers found that dual language students showed a great deal of diversity in the friendship choices that they made, and that the dual language educational experience produced students who became comfortable with speaking the second language and interacting with members of other ethno-cultural groups. In a very real sense, students in dual language programs become more self-confident because they are better prepared to engage in a global society that values multiculturalism and bilingualism. One parent noted these benefits when she stated, "My child has the opportunity to be bilingual, biliterate, and bicultural. There are social and cognitive benefits to bilingualism. He gains a second language, a broader vocabulary, and multiple views of the world."

Overall, the advantages are the same for both native English speakers and English language learners, but the benefits may be stronger for English language learners, given that dual language education has been found to be the most successful model for helping these students succeed academically in school. Specific benefits for English language learners include an increased sense of pride and self-esteem. At school, they become the models of proficiency for students who learning their language. At home, they are able to communicate with family members, including grandparents and other members of the extended family.

2. How do students in dual language programs compare academically to students in other types of educational programs?

Several investigators have examined the reading and math achievement of students in dual language programs at late elementary or secondary levels to determine the long-term impact of dual language programs. These studies showed 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. On norm-referenced standardized tests of reading and math achievement in English, native English speakers outscored their English-only peers in English-only classrooms. English language learners who had learned English in a dual language program scored significantly higher than their English language learning peers who had studied in other kinds of programs in the state and also performed on a par with native English speaking students in English-only classrooms.

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 do not achieve at grade level in English until middle school.

4. Within dual language programs, how does the academic performance of native English speakers compare to that of English language learners?

Native English speakers typically achieve at higher levels in English than do English language learners. By middle school, native English speakers on average score above grade level in standardized achievement tests of reading and math, while English language learners on average approach grade level. However, students who begin elementary school as English language learners and develop full oral and reading and writing proficiencies in English often have a mean performance that is as high as or higher than that of native English speakers.

5. What are the characteristics of students who are successful in dual language programs?

From their personal and professional experiences, parents and educators note some common characteristics of successful dual language students. First, successful students tend to enjoy learning new things, and also like meeting and interacting with people from different linguistic and cultural backgrounds. Second, successful students tend to have parents who strongly support the program: Parents who truly understand and embrace dual language and its goals will transmit their positive attitudes to their children. Finally, successful students understand and embrace the philosophy of dual language education. They realize that learning in two languages can be challenging at times, especially for students from a monolingual background. The successful student perseveres and learns to take risks in speaking and writing the second language.

Research has shown that students from a variety of different backgrounds can be

successful in dual language programs. Students from different ethnic, social class, and language backgrounds, and with varying academic strengths and needs, have all benefited from dual language education. There is no particular type of student that fails to flourish in dual language programs.

6. What can I do as a parent to get involved in my child's dual language classroom?

As in other education programs, strong home-school connections are essential to the success of dual language programs. There are many things that programs and parents can do to help foster these connections.

There are many things that parents can do to strengthen the home-school connection:

- Volunteer in the classroom.
- Share with students aspects of the home language and culture such as music, dance, literature, and foods.
- Attend parent education workshops on dual language programs.
- Participate in dual language family social gatherings.
- At dual language conferences and meetings, co-present with teachers, administrators, and students.
- Assist with ongoing recruitment for the program by sharing experiences with prospective parents and students.
- Contribute to the section of the school newsletter that deals with dual language issues.
- Serve as chaperons for program class trips, both domestic and international.
- Keep in touch with other dual language parents about program developments. For example, two volunteer parents (one representing each language background) can help get the word out to other parents about potential budget cuts or an important upcoming event. In some programs, parents have formed an electronic email list along with staff, and they use that forum to discuss all sorts of issues. Parents without home computers are able to use the school's computer lab to join in on the discussions that take place bilingually.
- Parents help each other with the translations.
- Support their children's language and literacy development in two languages, as well as their emerging cross-cultural appreciation. They can do this by exposing their children to books and movies in both languages; attending cultural festivals; and providing opportunities for authentic language exchanges.

7. How can I help support my child in doing homework in the second language, particularly if I don't know that language?

Parents can support students at home by making sure that they have the right environment and tools to get homework done (e.g., a quiet space and enough time, paper, dictionaries in both languages, writing utensils, and art supplies such as construction paper, paste, tape, and colored makers). Parents can also ask questions about the homework in the language spoken at home, thus giving the students opportunities to explain the assignment in their first language.

For the original document, please see:

http://www.cal.org/twi/toolkit/PI/P_QA/parent_a6.htm

Appendix C



THE SCHOOL DISTRICT OF
PHILADELPHIA

June, 2015

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 Spanish and English. Math, science, and social studies will also be studied in both languages.

In order to reserve your 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



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.



THE SCHOOL DISTRICT OF
PHILADELPHIA

Parental Commitment for Students New to the Dual Language Program¹⁵

I have read and reviewed the “Parents’ 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 languages.

_____ My child will receive literacy instruction in both Spanish and English from kindergarten through ___ **grade**.

_____ 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

¹⁵ Adapted from Woodland School District 50, Illinois

Program Implementation Review Form

School: _____ Date: _____

In Attendance: _____

Component	Expected	Recommended	Notes/Comments/Questions
Enrollment	At least 50% of the students in a class must be ELLs.	The other 50% of students in the class can be a mix of bilingual students and heritage speakers of either language.	
Parent Outreach	Schools must arrange and publicize an annual dual language informational meeting open to the community in the spring.	Schools or teachers may arrange outreach, in person, print, or media, on specific subjects.	
Language Allocation	The percentages as outlined in this handbook must be followed to ensure sufficient instruction in both Spanish and English.	The daily scheduling of instruction in each language is flexible and may be situated as needed to accommodate breakfast, lunch, afternoon and prep times, as long as correct percentages are maintained.	

Curriculum	The PA Core Standards on the SDP Curriculum Engine guide instruction.	Schools and teachers choose among the materials that they have available to meet the standards. <i>Being a Writer</i> is the recommended writing program.	
Assessment	Reading and writing assessment must occur in both languages as outlined in this handbook.	Subject-specific and school-based testing can be implemented as needed to monitor student progress, whenever it is appropriate for language learners and balanced with instructional time.	
PD	Bilingual teachers are required to attend any bilingual PD during school hours.	Bilingual teachers and ESOL teachers in dual language schools are encouraged to attend at least 3 voluntary, compensated sessions of PD during each school year.	