



SPP Community Meeting – Dual Language Programs

November 22, 2014, 2:00pm – 4:30pm

Key objectives

- Define elements of a quality dual language program
 - Identify key dual language supports

Question 1: What are the elements of a quality dual language program?

- How do you know these exist?
- How do you measure that they work?

Question 2: What are the supports you need to have a dual language preschool program?

	Group 1	Group 2
Question 1	<ul style="list-style-type: none"> • Staff are multicultural and multilingual with Native language proficiency. <ul style="list-style-type: none"> ○ We can survey staff and take steps to recruit support language staff. We can also use family surveys. • Ensuring that Dual Language skills are fully integrated and implemented in all aspects of the curriculum, including math, science and social studies. <ul style="list-style-type: none"> ○ We can use native language assessments as well as English assessments for math and science. ○ Make sure the materials and resources are all Dual Language. • Including parent involvement and coaching. Finding ways to 	<p>Elements:</p> <ul style="list-style-type: none"> • High quality teachers e.g., low wage, long hours then have to go to school, pressure to go to school • Support for professional development e.g., Seattle Early Reading 1st Project Grant. <ul style="list-style-type: none"> ○ Scholarships available ○ Collective support for difference colleges ○ Funding • Cultural support – culture of support for K-12 education • Assessments done in the home language <ul style="list-style-type: none"> ○ Multi-model assessments

Tier 1 Notes: Dual Language Programs

	<p>encourage Native speakers to volunteer 2-4 hours a week to work individually or in small groups with students.</p>	<ul style="list-style-type: none"> ○ Supportive all learning styles ● **Culture – builds global citizenship <ul style="list-style-type: none"> ○ Valuing all languages – children being exposed to different languages ● Connect with K-12 that have multi-lingual staff <ul style="list-style-type: none"> ○ Similar support parents receive dual language support ○ Continue dual language ○ From dual pre-k programs and continue support in K-12 system. ● Based on best practice for Dual-language <ul style="list-style-type: none"> ○ Emergent ○ Speak ○ Pedagogy ● Different language tracks in SPS (Seattle Public Schools) e.g., Vietnamese, Spanish, Somali
<p>Question 2</p>	<p>Professional Development – For teachers to have training for soy-bilingual</p> <p>Hiring – Finding staff that speaks the language of the communities and making the education requirements.</p> <p>Lack of Resources –</p> <ul style="list-style-type: none"> ○ Access for participation of all groups ○ Policy of how the families have to qualify e.g., cash paying parents (no pay stubs), both parents have to work (if 2 parent household) <p>Respect for capacity</p> <ul style="list-style-type: none"> ○ Growth over time or when necessary 	<ul style="list-style-type: none"> ● Budget for resources, staff, small class size ● Partnerships with parents, community organizations, faith organizations, and other groups. ● Flexible commitment opportunities for parents and community members. ● Ongoing professional development and educational opportunity. A route to academic credentials for Native Speakers who might be unaware of these opportunities. ● Parent Empowerment and Training Programs which help parents advocate for their children as they continue through elementary, middle school, high school and college. ● Partnership with the World school, universities, and other institutions in the area (i.e., opportunities for graduate

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	<p>Curriculum –</p> <ul style="list-style-type: none"> ○ Translation support (e.g., equipment, materials, book, handout, policy) ○ Blended different curriculums to meet the needs of our communities. <p>Dual Language Support –</p> <ul style="list-style-type: none"> ○ Emphasis model and vision to create dual language learners ○ Include the families ○ Support home language <p>Becoming Bi-cultural – recognizing the additional cultural adjustments</p> <p>Parent Support – parents that want a dual-language program. *It’s ok to speak your home language and learn another language.</p>	<p>students in language programs to volunteer with preschools).</p> <ul style="list-style-type: none"> ● Transportation – kids must be able to get to the school that has a dual language program in their language. Also, monolingual students should have opportunities to access these schools regardless of where they live in the city.
<p>Bike Rack</p>	<ul style="list-style-type: none"> ● Is there any planning for English language programs for parents? (Possible partner – Seattle Public Library ELK Grove, CA) 	