

Tier 2 Notes: Dual Language Programs



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?

1. Theme: Strong presence of multicultural and multilingual staff
 - Staff are multicultural and multilingual with Native language proficiency.
 - We can survey staff and take steps to recruit support language staff. We can also use family surveys.
 - Connect with K-12 that have multi-lingual staff
 - Similar support parents receive dual language support
 - Continue dual language
 - From dual pre-k programs and continue support in K-12 system.
2. Theme: Provide supports for teacher professional development that contribute to attracting and retaining high quality teachers
 - 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.
 - Scholarships available
 - Collective support for difference colleges
 - Funding
3. Theme: Programs that value and include culture, language, family engagement and associated supports for children
 - **Culture – builds global citizenship
 - Valuing all languages – children being exposed to different languages
 - Cultural support – culture of support for K-12 education
 - Based on best practice for Dual-language
 - Emergent
 - Speak
 - Pedagogy

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- Including parent involvement and coaching. Finding ways to encourage Native speakers to volunteer 2-4 hours a week to work individually or in small groups with students.
4. Theme: Dual language skills and resources fully integrated and implemented across curriculum, assessment tools and resources
- Ensuring that Dual Language skills are fully integrated and implemented in all aspects of the curriculum, including math, science and social studies.
 - 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.
 - Assessments done in the home language
 - Multi-model assessments
 - Supportive all learning styles
 - Different language tracks in SPS (Seattle Public Schools) e.g., Vietnamese, Spanish, Somali
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Question 2: What are the supports you need to have a dual language preschool program?

1. Theme: Provide supports for multilingual teacher recruitment and professional development that includes clear educational routes for native speakers
- Professional Development – For teachers to have training for soy-bilingual
 - Ongoing professional development and educational opportunity. A route to academic credentials for Native Speakers who might be unaware of these opportunities.
 - Hiring – Finding staff that speaks the language of the communities and making the education requirements.
2. Theme: Provide clear vision, policies, practices and guidelines for access and participation
- Lack of Resources –
 - 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)
 - Dual Language Support –
 - Emphasis model and vision to create dual language learners
 - Include the families
 - Support home language
 - Hiring – Finding staff that speaks the language of the communities and making the education requirements. (repeat)
 - 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.

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3. Theme: Supports for parent and family input and involvement
 - Parent Support – parents that want a dual-language program. *It's ok to speak your home language and learn another language.
 - Flexible commitment opportunities for parents and community members.
 - Parent Empowerment and Training Programs which help parents advocate for their children as they continue through elementary, middle school, high school and college.
4. Theme: Leverage relationships and resources within the community
 - Partnerships with parents, community organizations, faith organizations, and other groups.
 - Partnership with the World school, universities, and other institutions in the area (i.e., opportunities for graduate students in language programs to volunteer with preschools).
5. Theme: Develop a plan, with appropriate budget and supports, for growth and expansion
 - Respect for capacity
 - Growth over time or when necessary
 - Budget for resources, staff, small class size
6. Theme: Customizable and flexible culturally relevant curriculums and resources
 - Curriculum –
 - Translation support (e.g., equipment, materials, book, handout, policy)
 - Blended different curriculums to meet the needs of our communities.
 - Becoming Bi-cultural – recognizing the additional cultural adjustments