Multilingual Programs Guidelines

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Dual Language Handbook

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As this document goes to print, state laws and district guidelines continue to be reviewed and updated. In the event of changes, the Multilingual Programs Department will update the electronic version of this document on the department's Guidelines website: http://www.houstonisd.org/Page/75294 Check back periodically for updates and changes.

DUAL LANGUAGE PROGRAMMING

A. Overview

The Dual Language bilingual program in the Houston Independent School District is a well-researched approach for promoting biliteracy, bilingualism, and biculturalism for students. The underlying goal is to prepare students for the future with abilities to listen, speak, read, and write in two languages, as well as develop an appreciation for different cultures. The Dual Language bilingual program provides children with the opportunity to learn two languages while maintaining high academic standards.

All incoming kindergarten students will have the opportunity to enroll in the Dual Language bilingual program regardless of ethnicity and/or language spoken at home. Once enrolled, students are expected to participate in the program for the duration of their elementary education. Native-Spanish speaking students will be given the opportunity to enroll in the program at any grade level. Non-Spanish speaking students will be given the opportunity to enroll only at the kindergarten (Pre-K where applicable) and first grade levels unless transferring from a Dual Language bilingual program from another district. Bilingual-certified or ESL-certified classroom teachers deliver instruction in two languages with support of other staff. Students may continue their Dual Language education in both Middle and High school by enrolling in one of our secondary Dual Language programs.

HISD recognizes that, in order to successfully compete in a diverse market economy, students must have access to a bilingual and bicultural education. The purpose of the implementation of a consistent world-class Dual Language bilingual program is to graduate students who are fully biliterate. To achieve this overarching goal, district-wide planning and collaboration will result in the following:

- Evolution and alignment of the district's bilingual program to become a predominantly Dual Language district
- Consistency of all Dual Language bilingual programs in the district
- Awareness of the benefits of Dual Language instruction provided through community meetings to all stakeholders
- Inclusion of key district personnel in the planning of the district Dual Language bilingual program so that all efforts are aligned, focused, and strategic
- Development of curriculum that will clearly detail lesson expectations and quality resources of instructional materials to be used in each content in both English and Spanish
- Consistent Dual Language professional development including short and long term plans for all teachers delivering instruction and administrators overseeing the program
- Creation of the ability for children served in Dual Language bilingual programs to attain and keep grade-level academic performance and graduate with college credits and with a Seal of Biliteracy high school diploma distinction

B. Definition

According to Texas Commissioner's Rules Concerning State Plan for Educating English Language Learners (ELL) §89.1203 (2), the Dual Language bilingual program is an educational approach in which students learn two languages in an instructional setting that integrates subject content presented in English and another language. Models vary depending on the amount of each language used for instruction at each grade level. The program must be based on instruction that adds to the student's first language.

The Dual Language bilingual program in HISD is a biliteracy program model that integrates students proficient in English and students identified as limited English proficient. Instruction is provided to both groups of students in an instructional setting where language learning is integrated with content instruction.

C. Goals

The primary goals of a Dual Language bilingual program model are the following:

- The development of fluency and literacy in English and in an additional language for all students with special attention given to ELLs participating in the program
- The integration of English speakers and ELLs for academic instruction in accordance with the selected program design and model. Whenever possible, 50% of the students in a program should be dominant English speakers and 50% of the students should be native speakers of Spanish at the beginning of the program.
- The promotion of bilingualism, biliteracy, cross-cultural awareness, and high academic achievement

D. Benefits of Dual Language

The Dual Language bilingual program is based on research that has shown high rates of academic success in both English and the native language for English Language Learners (Collier, 1995). These studies document the numerous benefits of extended primary language instruction for these students. Equally important, research from foreign language immersion programs demonstrates that native English-speaking students achieve superior scores on measures of second language proficiency while performing scholastically at a level equal to or higher than their peers who have received all of their elementary school education in English (Cummins, 1996).

This model is also based on Dr. Virginia Collier's longitudinal studies documenting the most effective bilingual programs. Collier has noted that native English-speaking students who participate in a two-way bilingual program attain high levels of cognitive Spanish proficiency. This accomplishment is due to the amount of instructional time the students are immersed in the target language. Collier and Thomas' more recent longitudinal study (1996-2001) from the Center for Research on Education, Diversity, and Excellence (CREDE) further proves the effectiveness of this bilingual program model. According to this study, students who participate in well-implemented Dual Language programs perform at or above grade level on district and state tests, as well as achieve advanced levels of proficiency in two languages (Collier & Thomas, 1997). Research also has found that all students in Dual Language programs, regardless of their pattern of language dominance, do as well as or better than students in monolingual English programs on standardized tests administered in English (Freeman, Freeman and Mercuri 2005, xiv). Additionally, graduates from these programs have a head start on language requirements for college and have enhanced employment opportunities.

Overall, the Dual Language bilingual program is the only bilingual education model that researchers have found to date that assists ELLs to fully reach grade-level performance and either maintain that level of high achievement or reach even higher levels by the end of high school. Also, the fewest dropouts come from this type of program (Thomas & Collier, 2009). An additional benefit is that students who receive Dual Language services also achieve grade-level performance in their first language, graduating deeply proficient in two languages. Thus, they are resources for the community, the professional world, and the larger society, able to make use of their two languages as adults for the benefit of the communities of the 21st century (Thomas & Collier, 2009).

ELEMENTARY PROGRAM IMPLEMENTATION

A. Program Standards and Non-Negotiables

Programming

The Dual Language bilingual program is systematic in nature. The effects of education are cumulative and the full benefits are only evident over the long term of this enriched education experience (Cloud, Genesee & Hamayan, p. 14). In order to ensure the expected academic achievement and success, it is necessary to adhere to the following program non-negotiable expectations:

- A minimum of 50% to a maximum of 80% of daily instruction in the non-English language
- In a 50/50 model, both languages of instruction must be distributed equally throughout each day, not alternating days or weeks. Therefore, each language will be allocated in a continuous, uninterrupted block so that 50% of the day is taught in English and 50% is taught in Spanish.
- Strategic separation of languages on the part of the instructor—no simultaneous translation
- Kindergarten-fifth grade (At the discretion of the school and the needs of the community, the Dual Language program may be offered at the Pre-K level.)
- Programmatic, curricular, and instructional decisions based on research on ELLs

So that consistency in programming is upheld, the following non-negotiables and program standards will be observed in district Dual Language bilingual programs:

- The Dual Language bilingual program will be the only language program for ELLs in schools that choose to implement the program, with schools adopting either the 80/20 or 50/50 program model.
- All efforts will be made to serve an equal number of native English speakers as ELLs in Dual Language schools.
- All participating Dual Language schools must adhere to the adopted time and content allocation framework.
- All Dual Language teachers must attend the required staff development and will participate in periodic curriculum training.
- All Dual Language instruction must include lessons to facilitate L1 to L2 transfer and vice versa.
- All Dual Language teachers must utilize the developed Units of Study as an integral part of daily instruction (the only exception is Units of Inquiry by IB campuses).
- All Dual Language campuses will participate in scheduled visits conducted by a team comprised of Multilingual Programs Department, Teacher Development Specialists, and School Office staff.
    - School administrators must accompany the visiting team during the scheduled visit and be present during the debriefing.
    - All feedback and recommendations provided must be addressed by teacher/campus.

The success of the Two-Way Dual Language bilingual program is largely dependent on the interaction between students from both language backgrounds. Therefore, schools should strive to attain a balance between groups across all Dual Language classes within a particular grade level.

In cases where the number of English-speaking students is too small to extend to more than one classroom, schools may implement a One-Way Dual Language bilingual program in ELL classrooms without English-speaking students. The required programming, time and content allocation, curriculum, and staff development are still non-negotiables and must be followed.

School Environment Supportive of Bilingualism

In order for the Dual Language bilingual program to be effective, schools will foster an environment that leads to student success. Schools should adhere to the following non-negotiables:

- School signs in both languages throughout the school (marquee, all bulletin board headings, hallways and student work in both languages when appropriate)
- Morning announcements in both languages
- All communications to be sent home in both languages (call-outs, newsletters)
- Honoring cultural diversity to promote positive cross-cultural attitudes (programs, activities to bring cultures together)
- Resources in campus library and classroom libraries in both languages
- Orientation for all teachers and school staff to educate them about the program
- Resources/Materials in both languages (classroom libraries, stations)
- Campus events in both languages (Math Night, Literacy Night, Parent Meetings)
- Parent education classes (monthly informational meetings, ESL classes, Spanish Classes)
- Provide homework with directions in both languages
- School website includes DL information

Parent Communication

An essential component for the success of the program is transparency in communication between parents and the school.

Once the student enrolls in the Dual Language bilingual program, the school will communicate with the parents via the following:

Print

- Brochures, pamphlets
- Program Commitment Form (PCF): Upon enrollment, parents will sign a PCF which indicates the parent commitment to keep their child enrolled in the Dual Language bilingual program through Grade 5
- School Dual Language newsletter (digital newsletter optional)
- Online resources for parents
- Digital marketing is highly recommended (Facebook, Twitter)

Events

- Informational meetings
- Dual Language orientation
- Volunteer opportunities
- Parent-Teacher conferences
- Pre-recorded phone call system
- Fall & Spring Dual Language Open House

Parent Involvement

Parental involvement is integral to a successful Dual Language bilingual program. Documentation shall be maintained of all parent volunteer hours (e.g. sign-in log/binder, VIPS tracking system). Schools will provide opportunities for parent participation in order to meet the following district requirements:

- Minimum District Dual Language requirements for parents/family representatives include but are not limited to:

- Volunteer hours: 5 hours per semester/10 hours total per year
  - ✓ classroom parent
  - ✓ PTA/PTO
  - ✓ festivals
  - ✓ field trips
  - ✓ strategic and proactive extracurricular projects (reading club, school garden, booster club)
  - ✓ ESL, computer, health classes
  - ✓ Assist teacher from home
  - ✓ Parents read or tutor students
  - ✓ Family nights

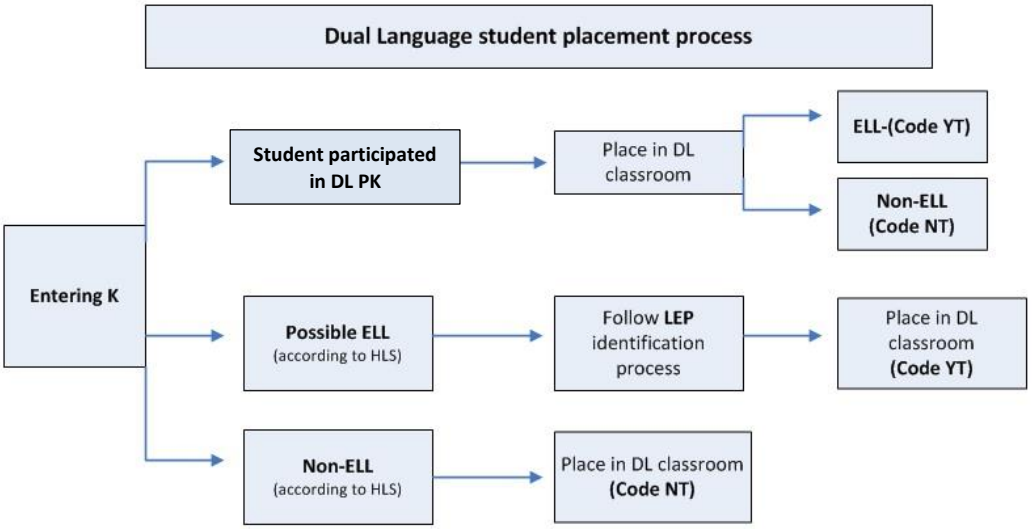
- Dual Language bilingual program yearly meeting attendance requirements
  - ✓ Minimum of 1 parent group meeting (Parent Advisory Committee (PAC), PTO, PTA, Advisory)
  - ✓ 2 parent conferences
  - ✓ 4 Dual Language meetings

B. Student Placement Process

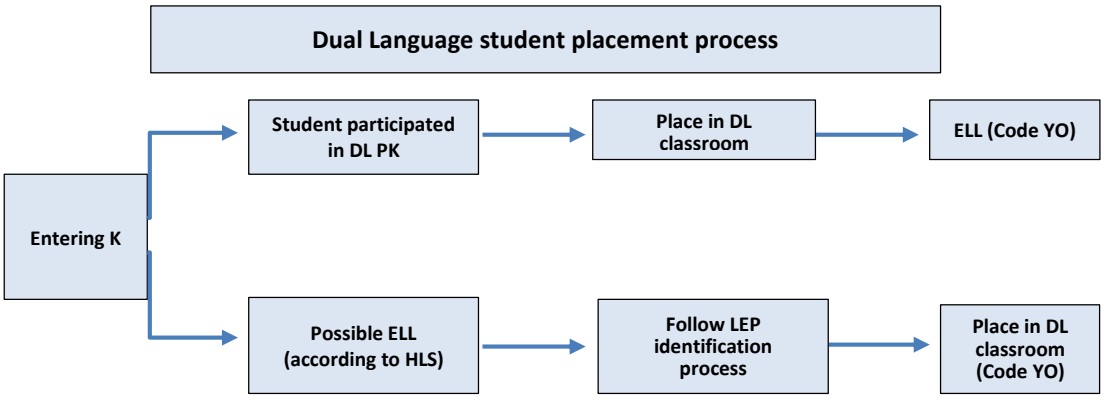
*See chart on the next page.

C. Student Identification Process

Two-Way Dual Language (TWDL)



One-Way Dual Language (OWDL)



D. Pre-Kindergarten (PK)

Elementary Campuses

The structure of the PK Dual Language bilingual program will vary due to the actual number of PK students who ultimately attend Kindergarten at each campus. The following factors must be taken into account as campuses determine which program to implement:

- Number of students enrolling in Kindergarten the following year
- Staffing
- Budget

Programming

Option A: Aligned to campus-selected Dual Language bilingual program model

- Campuses implementing a 50/50 model in K will have a 50/50 model in PK
- Campuses implementing an 80/20 in K will have a 80/20 model in PK

Option B: Spanish as a Second Language (SSL) enrichment comparable to English as a Second Language (ESL) component of the Transitional bilingual program (30 minutes)

Curriculum

- Established district Frog Street curriculum in English and Spanish

Professional Development

- Specialized Biliteracy Development training are offered. PK teachers will follow the Level I series below:

  Dual Language Essentials 1.1
  Biliteracy Development 1.2 PreK
  Language Transfer 1.3

- PK Just in Time Planning will also be offered for PK teachers before each grading period.

E. Kindergarten-Grade 5

The structure of the Dual Language bilingual program for Grade K through Grade 5 will depend on the program model adopted by the school.

Time and Content Allocation

80/20: Students who participate in the 80/20 program model will receive 80% of their instruction in Spanish and 20% in English. The percentage of instruction in Spanish will gradually decrease while the percentage of instruction in English will increase to 70/30 in Grade 1 and 60/40 in Grade 2. In Grade 3, the percentage of instruction will become 50/50 and will remain as such for Grades 4 and 5.

All students will receive initial literacy in Spanish. Key vocabulary terms and concepts will be taught through cross-linguistic connections to facilitate language transfer. Concepts and terms will not be simply retaught and/or translated the same way in which they were first taught. The strategic use of language by the students and teacher increases the development of full proficiency in both languages.

50/50: Students who participate in the 50/50 program model will receive 50% of their instruction in Spanish and 50% in English in all grade levels, K to Grade 5. All students will receive initial literacy in Spanish and English. Key vocabulary terms and concepts will be taught through cross-linguistic connections to facilitate language transfer. Concepts and terms will not be simply retaught and/or translated the same way they were first taught. The strategic use of language by the students and teacher increases the development of full proficiency in both languages.

F. Time and Content Allocation

80/20 DUAL LANGUAGE MODEL Pre-K-Grade 2

Grade Percent	Spanish	English
Pre-K 80/20	Language Arts (Reading/Writing) Mathematics Science Social Studies	Language Arts (Reading/Writing) Ancillary*
K 80/20	Language Arts (Reading/Writing) Mathematics Science Social Studies	Language Arts (Reading/Writing) Ancillary*
1 70/30	Language Arts (Reading/Writing) Mathematics Social Studies	Language Arts (Reading/Writing) Science Ancillary*
2 60/40	Language Arts (Reading/Writing) Science Social Studies	Language Arts (Reading/Writing) Mathematics Ancillary*

50/50 DUAL LANGUAGE MODEL Pre-K-Grade 2

Grade Percent	Spanish	English
Pre-K 50/50	Language Arts (Reading/Writing) Mathematics	Language Arts (Reading/Writing) Science Social Studies Ancillary*
K 50/50	Language Arts (Reading/Writing) Mathematics	Language Arts (Reading/Writing) Science Social Studies Ancillary*
1 50/50	Language Arts (Reading/Writing) Mathematics	Language Arts (Reading/Writing) Science Social Studies Ancillary*
2 50/50	Language Arts (Reading/Writing) Science Social Studies	Language Arts (Reading/Writing) Mathematics Ancillary*

80/20 and 50/50 DUAL LANGUAGE MODEL Grades 3-5

Grade	Spanish	English
3	Language Arts (Reading/Writing) Science Social Studies	Language Arts (Reading/Writing) Mathematics Ancillary*
4	Language Arts (Reading/Writing) Mathematics	Language Arts (Reading/Writing) Science Social Studies Ancillary*
5	Language Arts (Reading/Writing) Mathematics	Language Arts (Reading/Writing) Science Social Studies Ancillary*

* In accordance with TEC §29.055, in subjects such as art, music, and physical education, students of limited English proficiency shall participate with English-speaking students in regular classes provided in the subjects.

All grades shall be based on student performance in mastery of the grade level objectives for each subject in the target language of instruction.

G. Instructional Implications

Teacher Role

Dual Language instruction is most effective when both groups of students (ELLs and non-ELLs) are fully integrated for the entire instructional time. When students are given opportunities to interact with each other, they benefit linguistically, academically, and socially.

The understanding of language, race, gender, and other cultural differences is critical for appropriate support of students and families. Teachers will use a variety of effective instructional and developmentally appropriate practices for the students to acquire academic skills and learn both languages effectively. For the success of the Dual Language bilingual program, it is essential that the following best practices are implemented:

Grades Pre-K-2

- Students are integrated for all instruction without separation of students into language or ability groups. In Pre-K/K, it may be necessary to separate the ELLs and non-ELLs for English as a Second Language (ESL)/English Language Development (ELD) for the first few weeks during the first grading cycle if the students did not attend school prior to this school year. A temporary separation during this adjustment period would allow language learning to occur in a low-risk instructional setting, particularly for ELLs who may be in the silent or speech emergent phase of ELD.
- Languages are to be used separately and strategically. Instruction in the target language must never be combined or mixed with the other language.
- All concepts that are mastered in the target language will be reinforced in the other language using cross-linguistic connections without re-teaching the same material.
- Non-ELLs will be fully immersed in the target language (except during content designated as English instruction). All teacher instruction, directions, and clarification must be in the target language without changing to English or translating. Teachers may accept a student's responses in the other language, particularly in the early grades, but should use strategies

to encourage the student to use the target language.
- The focus of instruction is on developing/expanding Cognitive Academic Language Proficiency (CALP) in the target language so as to establish a firm foundation in both literacy and higher level thinking skills.
- All ancillary subjects, including Art, PE, and Music, may be taught in English through ESL methodology.

Grades 3-5
- Students are integrated for all instruction without separation of students into language or ability groups.
- All instruction must address the grade-level subject objectives and must incorporate higher level thinking skills.
- All ancillary subjects such as Library, Art, P.E., and Music, may be taught in English using ESL methodology.
- Languages are to be used separately and strategically. Instruction in the target language must never be combined or mixed with the other language.
- All concepts that are mastered in the target language will be reinforced in the other language using cross-linguistic connections without re-teaching the same material.

Administrator Role

The Dual Language bilingual program will only be as successful as its monitoring. Administrators at participating schools have the responsibility to ensure that teachers are adhering to the program time, language, and content allocation and are implementing Dual Language research-based instructional practices. Additionally, it is recommended that principals and assistant principals also attend required Dual Language professional development so that they too have the instructional expertise and are versed in program requirements to effectively monitor the delivery of instruction and student academic and linguistic progress. Dual Language campus administrators are responsible for the following:

- Provide close monitoring of program to ensure fidelity of implementation of selected model.
- Support and facilitate teacher development in Dual Language research-based instructional practices.
- Ensure proper staffing to meet instructional needs of the program.
- Communicate and model high expectations.
- Understand and support students and families by providing instructional support, parent informational meetings, and cultural experience opportunities.
- Participate in scheduled visits conducted by a team comprised of Multilingual Programs Department, Teacher Development Specialists, and School Office staff.
  - School administrators must accompany the visiting team during the scheduled visit and be present during the debriefing.
  - All feedback and recommendations provided must be addressed in a timely manner.

H. Staffing Requirements

As with any instructional program, careful consideration should be given when evaluating teachers' understanding of and commitment to the program's goals so as to ensure appropriate implementation. Inconsistencies or varying philosophies among program teachers can adversely impact program success and student performance.

Students participating in the Dual Language bilingual program must receive instruction in English

and the other language by a bilingual certified teacher who is proficient in both languages.

Every effort should be made to allow teachers to serve as monolingual role models. In a 50/50 model, this effort can be accomplished through team teaching. Though it is ideal that both teachers in a teaming situation are bilingual certified, it is acceptable to staff the teaching unit with a bilingual certified teacher and an ESL certified teacher. In an 80/20 model where the instruction is mostly in the target language in Grades PK-2, the teacher of record must hold a bilingual certification.

I. Instructional Materials

In schools where the target language is Spanish, students must receive instruction through the use of the Spanish, English, and ESL state-adopted materials. ELLs are entitled access to the adoptions mentioned beforehand. It may be necessary for schools to purchase Spanish state-adopted materials for use by non-ELLs.

In schools where Spanish is not the target language, ELLs are entitled access to English and ESL state-adopted materials. Instructional materials in the target language that are both developmentally and linguistically appropriate should be incorporated in teaching the grade-level objectives.

Documentation of use of both languages and use of state-adopted materials should appear on teacher lesson plans and daily schedules, as applicable.

J. Grading

Grading Guidelines for ELLs in a Dual Language bilingual program are in accordance with district policy. Students participating in the district Dual Language bilingual program will receive grades for the following subjects:

80/20 COURSE SCHEDULING AND GRADING

Grade	ELLs	Non-ELLs
Pre-K	Language Arts (Spanish/English) Mathematics (Spanish) Science (Spanish) Social Studies (Spanish) ESL Ancillary*	Language Arts (Spanish/English) Mathematics (Spanish) Science (Spanish) Social Studies (Spanish) Ancillary*
K	Language Arts (Spanish/English) Mathematics (Spanish) Science (Spanish) Social Studies (Spanish) ESL Ancillary*	Language Arts (Spanish/English) Mathematics (Spanish) Science (Spanish) Social Studies (Spanish) Ancillary*
1	Spanish Reading Spanish Language Arts Spanish Mathematics Spanish Social Studies ESL/ELD ESL Science Ancillary*	Spanish Reading Spanish Language Arts Spanish Mathematics Spanish Social Studies English Literacy Development** Science Ancillary*
2	Spanish Reading Spanish Language Arts ESL Mathematics Spanish Social Studies ESL/ELD Spanish Science Ancillary*	Spanish Reading Spanish Language Arts Mathematics Spanish Social Studies English Literacy Development** Spanish Science Ancillary*

*In accordance with TEC §29.055, in subjects such as art, music, and physical education, students of limited English proficiency shall participate with English-speaking students in regular classes provided in the subjects.
**In grades 1-5, English Literacy Development is the course for non-ELL students and non-Spanish speaking ELLs served in a Two-Way Dual Language class. This course covers the English Language Arts & Reading (ELAR) TEKS.

In Chancery, for elementary schools, the course is listed as *English Literacy Dev. 1, English Literacy Dev. 2,* and so forth as it corresponds to each grade level. For schools using the secondary master schedule (PK/K-8 Dual Language schools), it is listed as *Eng. Lit. Dev. GR1, Eng. Lit. Dev. GR2*, and so forth as it corresponds to each grade level.
All grades shall be based on student performance in mastery of the grade level objectives for each subject in the target language of instruction.

50/50 COURSE SCHEDULING AND GRADING

Grade	ELLs	Non-ELLs
Pre-K	Language Arts (Spanish/English) Mathematics (Spanish) Science (English) Social Studies (English) ESL Ancillary*	Language Arts (Spanish/English) Mathematics (Spanish) Science (English) Social Studies (English) Ancillary*
K	Language Arts (Spanish/English) Mathematics (Spanish) Science (English) Social Studies (English) ESL	Language Arts (Spanish/English) Mathematics (Spanish) Science (English) Social Studies (English) Ancillary*
1	Spanish Reading Spanish Language Arts Spanish Mathematics ESL Science ESL Social Studies ESL/ELD Ancillary*	Spanish Reading Spanish Language Arts Spanish Mathematics Science Social Studies English Literacy Development** Ancillary*
2	Spanish Reading Spanish Language Arts ESL Mathematics Spanish Social Studies ESL/ELD Spanish Science Ancillary*	Spanish Reading Spanish Language Arts Mathematics Spanish Social Studies English Literacy Development** Spanish Science Ancillary*

*In accordance with TEC §29.055, in subjects such as art, music, and physical education, students of limited English proficiency shall participate with English-speaking students in regular classes provided in the subjects.

**In grades 1-5, English Literacy Development is the course for non-ELL students and non-Spanish speaking ELLs served in a Two-Way Dual Language class. This course covers the English Language Arts & Reading (ELAR) TEKS.

In Chancery, for elementary schools, the course is listed as *English Literacy Dev. 1, English Literacy Dev. 2*, and so forth as it corresponds to each grade level. For schools using the secondary master schedule (PK/K-8 Dual Language schools), it is listed as *Eng. Lit. Dev. GR1, Eng. Lit. Dev. GR2*, and so forth as it corresponds to each grade level.

All grades shall be based on student performance in mastery of the grade level objectives for each subject in the target language of instruction.

80/20 and 50/50 COURSE SCHEDULING AND GRADING

Grade	ELL	Non-ELLs
3	Spanish Reading Spanish Language Arts ESL Mathematics Spanish Social Studies ESL/ELD Spanish Science Ancillary*	Spanish Reading Spanish Language Arts Mathematics Spanish Social Studies English Literacy Development** Spanish Science Ancillary*
4	Spanish Reading Spanish Language Arts Spanish Mathematics ESL Science ESL Social Studies ESL/ELD Ancillary*	Spanish Reading Spanish Language Arts Spanish Mathematics Science Social Studies English Literacy Development** Ancillary*
5	Spanish Reading Spanish Language Arts Spanish Mathematics ESL Science ESL Social Studies ESL/ELD Ancillary*	Spanish Reading Spanish Language Arts Spanish Mathematics Science Social Studies English Literacy Development** Ancillary*

Note: The 80/20 model becomes a 50/50 in grades 3-5. Therefore, the Time and Content Allocation for both models is the same for grades 3-5.

K. Assessment

At the end of each school year, the Language Proficiency Assessment Committee (LPAC) will review the academic and linguistic progress of ALL participating students (ELLs and non-ELLs) to document growth and determine program placement for the following year. Based on the instructional modifications/requirements, students served in the Dual Language bilingual program shall be assessed as follows:

80/20 DUAL LANGUAGE ASSESSMENTS

Grade	Type of Assessment	
	ELLs	**Non-ELL/Non-native Spanish-speaking students**
Pre-K	• Campus/teacher created assessments-OPTIONAL • CIRCLE Literacy and Language BOY/MOY/EOY(Spanish) • CIRCLE Mathematics BOY/MOY/EOY(Spanish)	• Campus/teacher created assessments-OPTIONAL • CIRCLE Literacy and Language BOY/MOY/EOY(Spanish) • CIRCLE Mathematics BOY/MOY/EOY(Spanish)
K	• Campus/teacher created assessments-OPTIONAL • Istation BOY/MOY/EOY (Spanish) • Norm Referenced Test (Logramos)-December administration for GT Identification • TELPAS	• Campus/teacher created assessments-OPTIONAL • Istation BOY/MOY/EOY (Spanish) • Norm Referenced Test (Iowa)-December administration for GT Identification
1	• Campus/teacher created assessments-OPTIONAL • District Snapshots (Language of instruction)-OPTIONAL • Running Records (English & Spanish) • High Frequency Word Evaluation (Spanish) • Istation BOY/MOY/EOY (Spanish) • Oral Language Proficiency Test*-IPT EOY (English & Spanish) • TELPAS	• Campus/teacher created assessments-OPTIONAL • District Snapshots (Language of instruction)-OPTIONAL • Running Records (English & Spanish) • High Frequency Word Evaluation (Spanish) • Istation BOY/MOY/EOY (Spanish) • Oral Language Proficiency Test*-IPT EOY (English & Spanish)
2	• Campus/teacher created assessments-OPTIONAL • District Snapshots (Language of instruction)-OPTIONAL • Running Records (English & Spanish) • High Frequency Word Evaluation (Spanish) • Istation BOY/MOY/EOY (Spanish) • Oral Language Proficiency Test*-IPT EOY (English & Spanish) • TELPAS	• Campus/teacher created assessments-OPTIONAL • District Snapshots (Language of instruction) -OPTIONAL • Running Records (English & Spanish) • High Frequency Word Evaluation (Spanish) • Istation BOY/MOY/EOY (Spanish) • Oral Language Proficiency Test*-IPT EOY (English & Spanish)
3	• Campus/teacher created assessments-OPTIONAL • District Snapshots (Language of instruction)-OPTIONAL • Running Records (English & Spanish) • Istation BOY/MOY/EOY (English & Spanish) • Oral Language Proficiency Test*-IPT EOY (English & Spanish) • STAAR Reading-Language of instruction/LPAC data-driven decision • STAAR Math-Language of instruction/LPAC data-driven decision • TELPAS	• Campus/teacher created assessments-OPTIONAL • District Snapshots (Language of instruction) -OPTIONAL • Running Records (English & Spanish) • Istation BOY/MOY/EOY (English & Spanish) • Oral Language Proficiency Test*-IPT EOY (English & Spanish) • STAAR Reading-Language of instruction/Data-driven decision • STAAR Math-Language of instruction/Data-driven decision
4	• Campus/teacher created assessments-OPTIONAL • District Snapshots (Language of instruction)-OPTIONAL • Running Records (English & Spanish) • Istation BOY/MOY/EOY (English & Spanish) • Oral Language Proficiency Test*-IPT EOY (English & Spanish) • STAAR Reading-English • STAAR Writing-English • STAAR Math-Language of instruction/LPAC data-driven decision • TELPAS	• Campus/teacher created assessments-OPTIONAL • District Snapshots (Language of instruction) -OPTIONAL • Running Records (English & Spanish) • Istation BOY/MOY/EOY (English & Spanish) • Oral Language Proficiency Test*-IPT EOY (English & Spanish) • STAAR Reading-English • STAAR Writing-English • STAAR Math-Language of instruction/Data-driven decision
5	• Campus/teacher created assessments-OPTIONAL • District Snapshots (Language of instruction)-OPTIONAL • Running Records (English & Spanish) • Istation BOY/MOY/EOY (English & Spanish) • Oral Language Proficiency Test*-IPT EOY (English & Spanish) • STAAR Reading-English • STAAR Science-English • STAAR Math-Language of instruction/LPAC data-driven decision • Norm Referenced Test (Iowa/Logramos)-December administration for GT Identification • TELPAS	• Campus/teacher created assessments-OPTIONAL • District Snapshots (Language of instruction) -OPTIONAL • Running Records (English & Spanish) • Istation BOY/MOY/EOY (English & Spanish) • Oral Language Proficiency Test*-IPT EOY (English & Spanish) • STAAR Reading-English • STAAR Science-English • STAAR Math-Language of instruction/Data-driven decision • Norm Referenced Test (Iowa/Logramos)-December administration for GT Identification

*Only until students reach Fluent English Speaker (FES) and Fluent Spanish Speaker (FSS) level.

50/50 DUAL LANGUAGE ASSESSMENTS

Grade	Type of Assessment	
	ELLs	**Non-ELL/Non-native Spanish-speaking students**
Pre-K	• Campus/teacher created assessments-OPTIONAL • CIRCLE Literacy and Language BOY/MOY/EOY (Spanish) • CIRCLE Mathematics BOY/MOY/EOY (Spanish)	• Campus/teacher created assessments-OPTIONAL • CIRCLE Literacy and Language BOY/MOY/EOY (English) • CIRCLE Mathematics BOY/MOY/EOY (Spanish)
K	• Campus/teacher created assessments-OPTIONAL • Istation BOY/MOY/EOY (Spanish) • Norm Referenced Test (Logramos)-December administration for GT identification • TELPAS	• Campus/teacher created assessments-OPTIONAL • Istation BOY/MOY/EOY (English) • Norm Referenced Test (Iowa)-December administration for GT identification
1	• Campus/teacher created assessments-OPTIONAL • District Snapshots (Language of instruction)-OPTIONAL • Running Records (Spanish & English) • High Frequency Word Evaluation(Spanish & English) • Istation BOY/MOY/EOY (Spanish and English) • Oral Language Proficiency Test-IPT EOY (English & Spanish) • TELPAS	• Campus/teacher created assessments-OPTIONAL • District Snapshots (Language of instruction) -OPTIONAL • Running Records (Spanish & English) • High Frequency Word Evaluation (Spanish & English) • Istation BOY/MOY/EOY (Spanish and English) • Oral Language Proficiency Test-IPT EOY (English & Spanish)
2	• Campus/teacher created assessments-OPTIONAL • District Snapshots (Language of instruction) -OPTIONAL • Running Records (Spanish & English) • High Frequency Word Evaluation(Spanish & English) • Istation BOY/MOY/EOY (Spanish and English) • Oral Language Proficiency Test-IPT EOY (English & Spanish) • TELPAS	• Campus/teacher created assessments-OPTIONAL • District Snapshots (Language of instruction) -OPTIONAL • Running Records (Spanish & English) • High Frequency Word Evaluation (Spanish & English) • Istation BOY/MOY/EOY (Spanish and English) • Oral Language Proficiency Test-IPT EOY (English & Spanish)
3	• Campus/teacher created assessments-OPTIONAL • District Snapshots (Language of instruction)-OPTIONAL • Running Records (English & Spanish) • Istation BOY/MOY/EOY (English & Spanish) • Oral Language Proficiency Test*-IPT EOY (English & Spanish) • STAAR Reading-Language of instruction/LPAC data-driven decision • STAAR Math-Language of instruction/LPAC data-driven decision • TELPAS	• Campus/teacher created assessments-OPTIONAL • District Snapshots (Language of instruction) -OPTIONAL • Running Records (English & Spanish) • Istation BOY/MOY/EOY (English & Spanish) • Oral Language Proficiency Test*-IPT EOY (English & Spanish) • STAAR Reading-Language of instruction/Data-driven decision • STAAR Math-Language of instruction/Data-driven decision
4	• Campus/teacher created assessments-OPTIONAL • District Snapshots (Language of instruction)-OPTIONAL • Running Records (English & Spanish) • Istation BOY/MOY/EOY (English & Spanish) • Oral Language Proficiency Test*-IPT EOY (English & Spanish) • STAAR Reading-English • STAAR Writing-English • STAAR Math-Language of instruction/LPAC data-driven decision • TELPAS	• Campus/teacher created assessments-OPTIONAL • District Snapshots (Language of instruction) -OPTIONAL • Running Records (English & Spanish) • Istation BOY/MOY/EOY (English & Spanish) • Oral Language Proficiency Test*-IPT EOY (English & Spanish) • STAAR Reading-English • STAAR Writing-English • STAAR Math-Language of instruction/Data-driven decision
5	• Campus/teacher created assessments-OPTIONAL • District Snapshots (Language of instruction)-OPTIONAL • Running Records (English & Spanish) • Istation BOY/MOY/EOY (English & Spanish) • Oral Language Proficiency Test*-IPT EOY (English & Spanish) • STAAR Reading-English • STAAR Science-English • STAAR Math-Language of instruction/LPAC data-driven decision • Norm Referenced Test (Iowa/Logramos)-December administration for GT Identification • TELPAS	• Campus/teacher created assessments-OPTIONAL • District Snapshots (Language of instruction) -OPTIONAL • Running Records (English & Spanish) • Istation BOY/MOY/EOY (English & Spanish) • Oral Language Proficiency Test*-IPT EOY (English & Spanish) • STAAR Reading-English • STAAR Science-English • STAAR Math-Language of instruction/Data-driven decision • Norm Referenced Test (Iowa/Logramos)-December administration for GT Identification

*Only until students reach Fluent English Speaker (FES) and Fluent Spanish Speaker (FSS) level.

PROFESSIONAL DEVELOPMENT

Central to the success of the Dual Language bilingual program is the professional development of teachers and administrators. To meet this need, a district-wide Dual Language staff development plan has been created. It is critical that all Dual Language teachers and key campus administration attend the mandatory professional development outlined in Appendix A. To support an effective implementation of the Dual Language program, administrators must also attend a series of professional development sessions tailored to this role. This professional development is included as one of the non-negotiables of the HISD Dual Language bilingual program and will be communicated to each cohort of teachers and principals. All Dual Language teachers will attend the established district staff development and will complete various levels of DL training. All Dual Language teachers will complete all levels within three years, starting at level I.

Level I
Dual Language Essentials
Biliteracy Development I
Language Transfer
Dual Language Administrator Overview
VIF Dual Language Modules

Level II
Biliteracy Development II
Project GLAD (2 day training + 4 classroom observation days)
Project GLAD Administrator Overview
VIF Dual Language Modules

Level III
Global & Multicultural Education
Project GLAD Follow-Up

Refer to the Appendix on page III-27 for sessions.

MIDDLE SCHOOL PROGRAM IMPLEMENTATION

A. Program Standards and Non-Negotiables

Programming

In order to ensure the expected academic achievement and success, it is necessary to adhere to the following program non-negotiable expectations:

- Separation of language on the part of the instructor-no simultaneous translation
- Continuous implementation of the DL program in sixth through eighth grades (ninth through 12TH grade is encouraged)

So that consistency in programming is upheld, the following non-negotiables and program standards will be observed in district Middle School Dual Language bilingual programs:

- The following Spanish courses must be offered to ensure students the opportunity to earn high school and college credits in Spanish: Spanish 1A for native speakers, Spanish 1B for native speakers, AP Spanish Language A and AP Spanish Language B.
- At least two courses must be taught in Spanish with one in the core content area of Science, History, or Math
- Scheduling will accommodate necessary courses to avoid excluding DL students from additional campus programming.
- Since there are no Spanish assessments available beyond the 5th Grade in the state of Texas, assessments for core content areas will be administered in English.
- Once a school offers one Spanish course and two core content courses in Spanish it will have to maintain that specific number of courses in order to sustain its Dual Language Program.
- The role of Dual Language coordinator must be assigned at each campus in order to oversee program implementation. It is **highly** recommended the position be given to a **non-classroom teacher** (i.e. dean of instruction, instructional coordinator).

The middle school DL Program is designed to offer a continuation of Dual Language programming to students who participated in elementary school. Instruction will provide the rigor necessary to challenge the students' cognitive abilities in each respective language.

School Environment Supportive of Bilingualism

- Resources in campus library in both languages
- Orientation for all teachers and school staff to educate them about the program.
- Utilization of word walls that include cognates in all classrooms
- All communications to be sent home in both languages (call-outs, newsletters)
- School signs in both languages (marquee, bulletin board headings, school website, hallways and student work in both languages when appropriate)
- Honoring cultural diversity to promote positive cross-cultural attitudes (programs, activities to bring cultures together)

Parent Communication

As essential component for the success of the program is transparency in communication between the parents and the school. Documentation of all parent communication (e.g. calendar of events, sign-in sheets, flyers, brochures) should be maintained.

Print

- Brochures, pamphlets
- Program Commitment Form (PCF) or Magnet Entrance Agreement (MEA)
- School Dual Language newsletter (digital newsletter optional)
- Information of online resources for parents

Events

- Informational meetings (1 in Fall and 1 in Spring)
- Dual Language orientation

B. DL Student Placement Process

Entry Criteria

- Students who have participated in a Dual Language program for at least four years are eligible for entry. These students will not be academically screened.
- Possible exceptions to this rule may exist, such as an immigrant student with a high level of schooling. These students may be assessed to determine eligibility and ensure success in the enrolled DL courses. The criteria for said assessment is that it demonstrates that the student will have success in the DL courses enrolled. Such assessment would only be considered if there is space available in the DL program.
- All students must meet student transfer criteria of attendance and behavior, if applicable.

C. Time and Content Allocation

MIDDLE SCHOOL DUAL LANGUAGE MODEL

Grade Level	Courses
6th Grade	LOTE SPN 5706Y : Spanish Grade 6 ***required**** ***Choose one or two of the following*** • SST 30670: *Bil W Cul Stdy* • SCI 40680: *Bil Science 6* • MTH 20680: Bil Math 6
7th Grade	LOTE SPN 5719A:*Spanish 1A for native speakers 0.5* ***required**** LOTE SPN 5719B:*Spanish 1B for native speakers 0.5* ***required**** ***Choose one or two of the following*** • SST 30780: *Bil Texas History* • SCI 40780: *Bil Science 7* • MTH 20780: Bil Math 7

8th Grade	LOTE SPN 5743A: *AP Spa Lang A 0.5* ***required**** LOTE SPN 5743B: *AP Spa Lang B 0.5* ***required**** ***Choose one or two of the following*** • SST 30880: Bil US Hist 8 • SCI 40880: Bil Science 8 • MTH 20880: Bil Math 8 As an option for Bil Math 8 students may take: • MTH 2160A: Algebra 1A Bil **and** • MTH 2160B: Algebra 1B Bil

*Vanguard state course numbers supersede Bil courses.

D. Instructional Implications

Teacher Role

Dual Language instruction is most effective when students are challenged and engaged in instruction. When students are given opportunities to interact with each other, they benefit linguistically, academically, and socially. Students in core content courses will be instructed with the same support and differentiation that would be used in any classroom.

Instruction

- Strategic use of language with no simultaneous translation
- Evidence of strategies emphasized during district professional development strategies (i.e. sheltered instruction, TPR, cross-linguistic connections)
- Linguistic and academic development with progress monitoring
- Reading and writing across the content areas with progress monitoring
- A variety of instructional techniques responding to different learning styles and language proficiency levels.
- Higher order thinking integration
- Climate that values and supports bilingualism, biliteracy, and multiculturalism
- Language input that:
    - Uses strategies to promote comprehension
    - Promotes high levels of language proficiency and critical thinking
- A combination of structured tasks and unstructured opportunities for students to formally and informally use language

Administrator Role

The Dual Language program will only be as successful as its monitoring. Administrators at participating schools have the responsibility to ensure that teachers are adhering to the program language and content allocation and are implementing Dual Language research-based instructional practices. It is recommended that principals and assistant principals also attend required Dual Language professional development so that they too have the instructional expertise and are versed in program requirements to effectively monitor the delivery of instruction and student academic progress. Dual Language campus administrators are responsible for the following:

- Close monitoring of programming to ensure fidelity of implementation of model.
- Support teacher development in Dual Language research-based instructional practices.
- Ensure proper student scheduling to meet programming requirements.

- Understand and support students and families by providing instructional support, parent informational meetings, and cultural experience opportunities.
- Participate in scheduled visits conducted by a team comprised of Multilingual Programs Department, Teacher Development Specialist, and School Office staff.
    - School administrators must accompany the visiting team during the scheduled visit and be present during the debriefing.
    - All feedback and recommendations provided must be addressed in a timely manner.

E. Staffing Requirements

As with any instructional program, careful consideration should be given when evaluating teachers understanding of and commitment to the program's goals in order to ensure appropriate implementation. Inconsistencies or varying philosophies among program teachers can adversely impact program success and student performance.

F. Instructional Materials

In courses taught in Spanish, students must receive instruction through the use of Spanish materials. It may be necessary for schools to supplement Spanish materials provided by the district.

G. Grading

All grades shall be based on student performance in mastery of the grade level objectives for each subject.

H. Assessment

At the end of each school year, the Language Proficiency Assessment committee (LPAC) committee shall review the academic and linguistic progress of ALL participating students (ELL and non-ELL students) to document growth.

SECONDARY DUAL LANGUAGE ASSESSMENTS

Grade	Type of Assessment	
	ELLs	**Non-ELLs**
6th	Campus/teacher created assessments District Level Assessments DLA Norm Referenced Test STAAR Reading (English) STAAR Mathematics (English) TELPAS	Campus/teacher created assessments District Level Assessments DLA Norm Referenced Test STAAR Reading (English) STAAR Mathematics (English)
7th	Campus/teacher created assessments District Level Assessments DLA Norm Referenced Test STAAR Reading (English) STAAR Mathematics (English) STAAR Writing (English) TELPAS	Campus/teacher created assessments District Level Assessments DLA Norm Referenced Test STAAR Reading (English) STAAR Mathematics (English) STAAR Writing (English)
8th	Campus/teacher created assessments District Level Assessments DLA Norm Referenced Test STAAR Reading (English) STAAR Math (English) STAAR Science (English) STAAR Social Studies (English) STAAR EOC Algebra I (English) AP Spanish Language and Culture (Spanish) TELPAS	Campus/teacher created assessments District Level Assessments DLA Norm Referenced Test STAAR Reading (English) STAAR Math (English) STAAR Science (English) STAAR Social Studies (English) STAAR EOC Algebra I (English) AP Spanish Language and Culture (Spanish)

PROFESSIONAL DEVELOPMENT

Central to the success of the Dual Language bilingual program is the professional development of teachers and administrators. To meet this need, a district wide Dual Language staff development plan has been created. It is critical that all Dual Language teachers and key campus administration attend the outlined professional development. This professional development is included as one of the non-negotiables of the HISD Dual Language bilingual program and will be communicated to each cohort of teachers and principals. All Dual Language teachers will attend the established district staff development and will complete the three levels of DL training. All Dual Language teachers will complete all levels within three years, starting at level I.

Level I
Dual Language Essentials ½ day
Language Transfer ½ day
DL Administrator Overview

Level II
Project GLAD (2 days foundation training, 4 days classroom observation)
Project GLAD Administrator Overview

Level III
Global & Multicultural Education
Project GLAD Follow-Up

APPENDIX: DL PROFESSIONAL DEVELOPMENT 2015-2016

Date	Session Title	Location	ML #	Presenter
Aug. 7	DL Essentials 1.1	HMW – 1E01	0269	Mercuri
Aug. 8	Writing- G2	HMW – 1E01	0274	Mercuri
Aug. 15	Biliteracy Development I 1.2- Make-up	HMW – 1E01-2	0277	Mercuri
Aug. 18	Writing- G2	HMW – 2C10	0274	Mercuri
Aug. 19	Job Alike	Westbury HS	0282	TDS
Sept. 10	Biliteracy Development I 1.2	Robinson ES	0277	Mercuri
Sept. 11	Biliteracy Development 2.1	HMW – 1E02	0275	Mercuri
Sept. 22	Dual Language Instructional Planning	As assigned	As assigned	TDS
Oct. 1-2	GLAD 2-day Initial 2.2	Robinson ES	0291	GLAD
Oct. 13-16	GLAD 4-day classroom observation 2.2	Dogan	0292	GLAD
Oct. 16	Language Transfer 1.3	HMW – 1E02	0278	Mercuri
Oct. 17	Dual Language Resources Workshop	TBD	TBD	Vendors
Oct. 28	Dual Language Instructional Planning	As assigned	As assigned	TDS
Nov. 11-12	GLAD 2-day Initial 2.2	Kingdom Builders	0291	GLAD
Nov. 18	Dual Language Instructional Planning	As assigned	As assigned	TDS
Nov. 23	Writing G3	HMW – 1E01	0298	Mercuri
Dec. 1-4	GLAD 4-day classroom observation 2.2	Sherman	0292	GLAD
Dec. 15	Writing G3	HMW – 1E01	0298	Mercuri
Dec. 16	Classroom Observations ES	TBA		Mercuri
Jan. 6	Writing G3	HMW – 1E01	0298	Mercuri
Jan. 13	Writing G3	HMW – 1E01	0298	Mercuri
Jan. 14	Classroom Observations MS	N/A		ML
Jan. 15	Classroom Observations MS	N/A		ML
Jan. 27	Dual Language Instructional Planning	As assigned	As assigned	TDS
Feb 2, 3 OR 4	GLAD Follow-up	TBD	TBD	GLAD
Feb. 4	DL Essentials 1.1	HMW – 2C10	0269	Mercuri
Feb. 5	Biliteracy Development II 2.1	HMW – 2C10	0275	Mercuri
Feb. 24	Dual Language Instructional Planning	As assigned	As assigned	TDS
Mar. 7	Biliteracy Development I 1.2	HMW – 3C10	0277	Mercuri
Mar. 8	Writing G3	HMW – 2C10	0298	Mercuri
Apr. 14	Language Transfer 1.3	HMW – 2C10	0278	Mercuri
Apr. 15	Classroom Observations ES	TBA		Mercuri
May 5	Writing G3 (Curriculum Specialists)	HMW – 2C10	0298	Mercuri
May 6	Writing G3 (Curriculum Specialists)	HMW – 2C10	0298	Mercuri
June 13	DL Essentials 1.1	HMW – 2C10	0269	Mercuri
June 14	Biliteracy Development I 1.2	HMW – 1E01/1E02	0277	Mercuri
June 14	GLAD Administrator Overview	East	0284	GLAD
June 15	Language Transfer 1.3	HMW – 1E01	0278	Mercuri
June 16	Biliteracy Development II 2.1	HMW – 2C10	0275	Mercuri
June 22 (1/2 Day)	DL Administrator Overview & TDS 15-16	East	0279	Mercuri