



Dual Language Immersion Program Framework

Arlington Public Schools

in collaboration with the Association of Two-Way
& Dual Language Education (ATDLE)

August 2022





Arlington
Public
Schools

Office of Academics 2110 Washington Boulevard Arlington, Virginia 22204

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Dear Arlington Public Schools Community,

It is with excitement that APS shares the Dual Language Immersion (DLI) Program Framework with the community. The DLI framework contains recommendations aimed at strengthening the DLI program to further the goal of graduating students who are bilingual, biliterate and leaders in our multilingual and multicultural world.

The DLI program is a research-based program that sets students on the pathway to full bilingualism and biliteracy. Ultimately, they will have the opportunity to attain the Virginia State Seal of Biliteracy on their high school diploma and transcript. This will afford them future opportunities for college and employment.

In August 1986, APS opened its doors as trail blazers on the East Coast to our first Partial Immersion Dual Language school with Key Elementary School. APS continues its commitment to the Dual Language Immersion program and ongoing work to remain a leader in Dual Language Immersion instruction.

In Spring of 2021, APS formed a DLI Task Force to develop a framework that would strengthen and align our DLI program with the Center for Applied Linguistics' (CAL) Guiding Principles of Dual Language Education. Through an inclusive and collaborative process, APS worked closely with stakeholders both locally and at the national level.

This Dual Language Immersion Program Framework outlines the pathway for all students in the program and provides guidance for teachers and administrators to have a full understanding of the program at all grade levels. This program is consistent with the APS goal of preparing students to reach academic targets in both English and Spanish while developing critical intercultural proficiencies.

The recommendations in the DLI Framework come with sincere appreciation to all members of the Task Force for their time and contributions throughout the months-long process.

Sincerely,

Dr. Francisco Durán
Superintendent of Arlington Public Schools

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Introduction

Over 3000 Dual Language (DLI) programs exist in the United States in the year 2021 and form the network of Dual Language Immersion Education in the country. Arlington Public Schools (APS) pioneered DLI education as a program option for students in its region in the mid 1980s. In this era of renewed national and international attention to multilingualism, closer attention is being given to the original programs who for decades served as the program models for this innovative approach to schooling in two languages. Over the years, researchers found Dual Language Immersion (DLI) programs to be viable program options for both Native Speakers of the target language and English Speakers. By studying together, students have been able to attain high levels of bilingualism and biliteracy in English and the Target Language, achieve high levels of academic achievement as measured by state and local assessments, and develop a heightened level of cross-cultural proficiency.

“Dual language schooling stimulates systemic change because each area of administrative, curricular, and teaching practices must be examined and reflected upon, to fully embrace what the languages and cultures add to the school experience. Ultimately, dual language education leads to innovative and creative ways of addressing the needs of all students in the school system.” (Thomas, Collier 2012)

APS is currently engaged in a formal process, as part of a review process, to analyze student outcomes in two languages, review its program design and instructional practices, review and purchase new curricula, determine assessments

A Dual Language Immersion program is organized around three goals: academic achievement, bilingualism and biliteracy, and sociocultural competence for all students.

to monitor the progress of students in both languages and revisit the K-12 programmatic pathways for students in the program. The work will not only shape the implementation of the DLI program for the educators involved in this effort but will also serve as an informational touchstone for the families who choose or have chosen the DLI program for their children.

APS is proud to honor its legacy as one of the original Dual Language Immersion programs in the U.S. while it hones and continues to redesign its K-12 program pathway for all families wishing to engage in formal second language study for their children. This pathway will continue to provide all students in the program the opportunity to matriculate into the secondary level prepared for advanced coursework in Spanish. The goal of this effort is for all students to be eligible to receive the Virginia Seal of Biliteracy, receive high school credit for their formal study in a second language during their middle school years, and engage in opportunities to advance their bilingualism and biliteracy in the community in which they live.

CHAPTER 1

APS Mission, Vision, and Policy Statements

APS Overview

Mission

To ensure all students learn and thrive in safe, healthy, and supportive learning environments.

Vision

To be an inclusive community that empowers all students to foster their dreams, explore their possibilities, and create their futures.

Core Values

- **Excellence:** Ensure all students receive an exemplary education that is academically challenging and meets their social and emotional needs.
- **Equity:** Eliminate opportunity gaps and achieve excellence by providing access to schools, resources, and learning opportunities according to each student's unique needs.
- **Inclusivity:** Strengthen our community by valuing people for who they are, nurturing our diversity, and embracing the contributions of all students, families, and staff.
- **Integrity:** Build trust by acting honestly, openly, ethically, and respectfully.
- **Collaboration:** Foster partnerships with families, community, and staff to support the success of our students.
- **Innovation:** Engage in forward-thinking to identify bold ideas that enable us to

be responsive to the expectations of our organization and community while cultivating creativity, critical thinking, and resourcefulness in our students.

- **Stewardship:** Manage our resources to honor the community's investment in our schools; create safe, healthy, and environmentally sustainable learning environments; support civic and community engagement; and serve current and future generations.

The Dual Language Immersion (DLI) program responds to the APS Mission and Vision in the following manner as outlined by the Dual Language Framework Task Force (2021-22):

Excellence

- Dual Language Immersion (DLI) supports and strengthens students' educational experiences by supporting the development of two languages through a students' K-12 schooling. All students in DLI are developing 21st century skills of bilingualism and biliteracy.
- Dual Language students experience a highly academic program in two languages that allows them the years of study necessary to truly develop their bilingual/bi-literate skills by working alongside peer models of the target language.
- The 30 years of research on DLI demonstrates that DLI programs provide opportunities for English Learners to attain higher levels of academic achievement in

several content areas than EL peers in English-only programs thus supporting the APS mission for all students to achieve.

- DLI expands minds beyond what students would otherwise be exposed to in school: languages, cultures, values, etc.
- Dual Language courses in middle school allow students to enter high school prepared for advanced learning opportunities allowing students to explore the various avenues to use their new language in the “real world”.

Equity

- Because literacy is the “gateway to social justice”, DLI creates a pathway for all students to realize their dreams in a safe, healthy learning community.
- Multilingualism empowers students to achieve their dreams and respect differences.
- DLI reduces the “opportunity gap” by allowing native Spanish speakers to learn content in their L1 while they learn the English language L2.
- DLI provides language skills and grows cultural awareness authentically. These skills are necessary for our students’ future and align closely to the APS mission and vision.

Inclusivity

- DLI explicitly fosters intercultural competence, which supports the vision for APS to be a more inclusive community.
- DLI values the Spanish language and culture and creates an inclusive environment for all families. Students understand that they need each other to learn and develop their new languages.

- DLI provides an inclusive environment for not only our native English Speakers but also for our English Learners to excel.
- DLI promotes inclusion which assumes a celebration of the diverse populations. Dual Language Immersion is immersion in both a language and another culture.
- Our DLI program not only focuses on language but also on cultural literacy, developing a more inclusive and open learning environment.
- Dual Language Immersion programs build inclusive communities to empower all students to foster their dreams, explore their possibilities and create their futures.

Integrity

- The principles of DLI support inclusivity and empowerment of all students, regardless of first language or language spoken at home.
- The mission and vision statement are broad and fit our diverse community of learners. “Diverse” is connected to intersectionality, not just race.

Collaboration

- DLI promotes self-awareness and empowerment in students. Students are never asked to sacrifice their first language and culture as they study together with their peers to develop their academic and literacy skills in a new language.
- Students work together as peer models of the language fostering cooperation, collaboration and respect for what each person brings to the instructional setting.
- Relationships and families are kept intact as students develop their proficiencies in the target language while developing their mother tongue.

Innovation

- DLI builds on students' home language and culture and extends educational opportunities so all students can attain biliteracy skills and knowledge, in addition to building cultural competencies to thrive in our global community.
- DLI creates a supportive learning environment and explores new possibilities for a student's future.
- DLI provides opportunities to students to become global thinkers.
- Second language study supports the cognitive development of students as demonstrated in brain research.



Stewardship

- The mission (focus) of DLI is to provide all students in the program an opportunity to develop biliteracy skills in learning environments that are safe, nurturing and culturally rich.
- DLI programs expand students' view of the world and fosters abilities that can be used in the real world.
- DLI gives students another opportunity to foster their dreams, explore possibilities and create the future they would like for themselves—bilingualism is an invaluable opportunity for so many.
- DLI provides students with opportunities to build transferable skills that are applicable beyond the four walls of a classroom: resiliency, creativity, empathy to name just a few.
- DLI promotes self-awareness and empowerment in students. Students are never asked to sacrifice their first language and culture as they study together with their peers to develop their academic and literacy skills in a new language.

CHAPTER 2

Guiding Principles for Dual Language Education

The ***Guiding Principles for Dual Language Education***, published by cal.org, serves as the guide for successful implementation of all Two Way Bilingual Immersion (TWBI) and Dual Language programs throughout the nation. Arlington Public School (APS) is engaged in an alignment process to ensure that students are achieving the biliteracy, academic achievement and inter-cultural goals set out by the programs. Students who are engaged in formal first and second language study through Dual Language Immersion programs must achieve academic and linguistic proficiency in both languages, as

well as develop an intercultural perspective that allows them to use the language appropriately in their respective communities. The ***Guiding Principles*** outline the research for this work and support APS' efforts to focus on the programmatic elements that will result in high achievement in both languages. The Dual Language Immersion educators in APS understand the importance of aligning their present practices to these seven principles of Dual Language Immersion programs that result in practices that ensure positive student outcomes in two or more languages.

Program
Structure

Curriculum

Instruction

Assessment &
Accountability

Staff Quality &
Professional
Development

Family and
Community

Support and
Resources

Drs. Elizabeth R. Howard, Julie Sugarman, Donna Christian, Kathryn Lindholm Leary, & David Rogers, 2007, Third Edition Supported by the Center for Applied Linguistics (cal.org) 2019

CHAPTER 3

Dual Language Immersion (DLI) Program History

In 1968 the Francis Scott Key Elementary School was built as an “open space” school located at Key Blvd and N. Veitch Street. It was a neighborhood school that primarily housed English-dominant children; there was very little diversity until the 1980s. In the mid 1980s the demographics of Key School were changing, and the student population was much more diverse than it had been in previous years. The school was experiencing the loss of families who decided to move out to private schools or to leave Arlington County and move west to Fairfax. The principal at the time, Dr. Paul Wireman, traveled to other school districts to investigate programs that would keep the families from leaving the school. One of the schools he visited in Cambridge, MA was the *Amigos* immersion program. *Amigos* was based on the French-Canadian system of bilingualism and immersion experiencing great success.

In 1986, Key School accepted the first class of students into first grade to begin the two-way partial Spanish immersion program. In 1986 APS kindergarten classes were half-day so the following year a federal grant was written and approved to have full-day kindergarten at Key School so that five-year old children could begin the dual language program and have a full day to split between the two languages, Spanish and English. Key School was the first school in APS to have full day kindergarten. The school applied and received a federal grant allowing two kindergarten classes with the two-way 50-50 model. Each year the program expanded

into the next grade level and the DLI program within the regular elementary school program flourished. In 1993 Arlington Public Schools was facing school crowding problems. Due to Key’s success, APS opened a small satellite program at Reed, called “Key West”. There were about 300 children in that DLI program. Between Key and Key West campuses, 850 students were studying in two languages.

The 850 students assigned to Key and Key West were divided between the Paige Building and Key. It was decided that the Two-Way Spanish Immersion program would stay in the Key Building where neighborhood children would be guaranteed admission into kindergarten or 1st grade (or later grades if they were fluent in Spanish) if they were interested in participating in the DLI program.

In 1999, Key School joined two other schools in APS that successfully passed the SOLs. Principal Dr. Marjorie Myers was invited to a press conference to explain the success of such a diverse school to the media. It was that news that brought more English-speaking students into Key School. Parents realized that bilingualism was beneficial and would not hinder their children’s academic growth and success. Key was able to expand the size of the entering kindergarten class from four classes to six over the next few years.

Key School had such demand that APS realized there needed to be additional DLI programs. There had been two strands within a school at

other APS schools, Abingdon and Oakridge. There were changes in buildings in the south side of Arlington, and the decision was made to create the Claremont Immersion School (CIS) by pulling the strands out of Abingdon and Oakridge and having them become the core of a second full-school partial immersion program. Cintia Z. Johnson was appointed the principal of CIS. Both Marjorie Myers and Cintia Johnson worked together to ensure the success of both schools. Mrs. Johnson insisted she wanted to maintain her population at about 450 students. That worked well until CIS also established its reputation as a strong viable, successful school. The numbers at CIS by SY2018 soared to 800 plus students just like those at Key at 775 students.

Due to overcrowding, in 2021-2022, APS reduced Kindergarten enrollment from six Kindergarten classes to four Kindergarten classes at each school. This reduced the number of Kindergarten seats offered from 288 to 196. The task force feels APS could easily open a third elementary DLI school to accommodate the growing interest in raising strong, smart, bilingually educated students in Arlington.

By the time the Key Elementary students were ready for middle school, the Key School parents requested a middle school program and a high school program. In 1991, DLI expanded to Williamsburg M.S. The middle school program moved to Gunston M.S. in 1997 followed by the opening of Wakefield HS in the year 2000, thus creating the first DLI program pathway K-12 for APS.

In the early 2000's APS and the state of Virginia signed a *Memo of Understanding* with the country of Spain to have all U.S. and Canadian immersion schools be recognized as International Spanish Academies (ISA's). Through this MOU they would provide teachers

and language and culture assistants as well as MA programs in Spain for US teachers. The Embassy of Spain offers language teaching methodology classes quarterly at the Embassy for Spanish teachers at all grade levels and pulls principals and teachers together for national conferences. It was this relationship that had King Felipe VI of Spain decorate Dr. Marjorie L. Myers with *La Cruz de Isabel la Católica* for her 46-year career promoting the culture and language of Spain in education. This is the highest honor a non-Spaniard can receive from Spain.

In 2017, APS decided to create Option Schools. Five schools were identified as Option Schools. Any APS student could apply to them. Escuela Key School and Claremont Immersion School still had their specific school zones, but everyone in the county had equal opportunity for admission to one of the two immersion elementary schools.

The Dual Language Immersion program at Escuela Key is one of the most highly recognized programs on the East Coast and over the years hosted dozens of schools from throughout the U.S. and other countries interested in forming Dual Language Immersion programs in their communities. It is because of this visibility that the Dual Language Immersion programs continue to advance from single school programs to often full state efforts. The original work by APS in dual language programs seeded the development of this amazing language program option to an ever increasing number of English dominant, bilingual and native Spanish-speaking students.

CHAPTER 4

Rationale and Benefits of DLI Programs

The Two-Way Bilingual Immersion Program, referred to as Dual Language Immersion (DLI) program in APS, was designed to maximize the benefits of second language learning for students based on the premise and research that the earlier a child is introduced to a language, the greater the likelihood that the child would become truly proficient in their new language. The program design for Dual Language Immersion is evidence-based. Research has established many benefits for learning a second language that includes cognitive development, academic achievement, economic possibilities, and the development of prosocial skills. One of the most important advantages of learning other languages is that it encourages students to participate actively in an increasingly interdependent world.

Studies on second language learning provide the following evidence: the “additive bilingual” immersion setting allows all students to learn two languages simultaneously without losing one language to learn another (*Howard, Sugarman, Perdomo and Adder, 2005*). Second language learning enhances comprehension in the native language. Second language learners apply these reading and language analysis skills to their native language (*Thomas and Collier, 2002*). The mental discipline of learning a second language system increases intellectual flexibility and translates into higher achievement in all subject areas. The longer the exposure to the second language, the more significant the cognitive advantages to the student (*Genesee and Lindholm-Leary, 2009*).

A heightened level of multicultural awareness and communication skills foster intergroup contact and appreciation (*Cummins, 1986; Ager 2005*). Second language course content naturally explores social studies, math, science and the arts, facilitating interdisciplinary perspectives and cross-cultural understanding (*ACTFL 2006*). Proficiency in other languages enables learners to gain direct access to additional sources of knowledge, as well as understanding about the similarities and differences between the structures of the languages (*ACTFL 2006*). Dual Language Immersion helps close the achievement gap between English Learners and their English only counterparts.

The following research studies indicate:

- Students in DLI programs also have a unique opportunity to develop literacy and academic skills in both their native language and English in a culturally validating setting. (*Genesee and Lindholm Leary, 2009*)
- Native Spanish Speakers (NSS) have a more positive self-concept and are more likely to remain in school, graduate from high school and attend college as compared to NSS peers in mainstream classes. (*Thomas and Collier 2002*)
- English Learners who enter high school reclassified to fluent status and fully participate in college bound schedules and courses develop a college going mindset. (*Lindholm-Leary, Promise Initiative, 2012*)

- English Learners in DLI programs outperform Native English speakers on the 4th grade Reading National Assessment of Educational Progress. (López, 2016)
- Native Spanish Speakers continue to stay connected with their families by maintaining and strengthening their native language, as well as, learning English in school.

The Arlington Public School Division offers a Dual Language Immersion Program as a **“program of choice”** to serve both English and Spanish learners in the community. This program is open to students of different backgrounds and abilities from the APS school community. Families must adhere to the same enrollment process as all students in the community and select their program.

APS adheres to the following program principles as they work to develop a program of excellence that ensures bilingualism, biliteracy, high academic achievement, and the development of multicultural understandings between students:

- Students start second language learning at the primary level through an “early” DLI process by entering at kindergarten or first grades only. Students with grade level or near grade level Spanish language literacy skills may enter the program at any level of the program (native speakers with literacy skills in Spanish, transfers from other Dual Language Immersion programs, newcomers at the secondary level, etc.).
- Teachers provide instruction based on additive bilingualism and language separation.
- Staff works to create a positive and respectful climate for second language learning while promoting the target language and its speakers.

- APS’ DLI Program sequence includes an elementary program in two schools that feeds into a middle and high school program allowing students to complete the DLI Program pathway.
- Planning is underway to allow DLI students the opportunity to take a new end of course placement test during their 8th grade year as has been the practice using the STAMP test. This new placement test allows DLI students to be placed accurately in their World Language coursework at the high school level.
- The APS DLI programs at all levels are re-organizing their progress monitoring and accountability system to report the progress of the students in both languages annually.
- Each school fosters home/school collaboration and creates opportunities for parent education evenings and celebrations/ events honoring the culture and language students are studying.
- The division attracts and retains high quality program personnel that are qualified to deliver the academic and linguistic program at each grade level.

The following tables reflect the 2021-22 enrollment at all four schools, the ethnic makeup of the students in program K-12, and the enrollment of the current student population by ethnicity and race.

Table 1: Escuela Key, Claremont, Gunston, Wakefield DLI Enrollment on Sept. 30, 2021—By English Learner

	Non-English Learner		English Learner		Total
	#	%	#	%	
Claremont Elementary School	446	67%	224	33%	670
Escuela Key Elementary School	376	61%	237	39%	613
Gunston Middle School	232	68%	110	32%	342
Wakefield High School	202	93%	16	7%	218
Total	1256	68%	587	32%	1843

Table 2: Escuela Key, Claremont, Gunston, Wakefield DLI Enrollment on Sept. 30, 2021—By Race/Ethnicity

	Asian		Black		Hispanic		Multiple		White		Other		Total
	#	%	#	%	#	%	#	%	#	%	#	%	
Claremont Elementary School	19	3%	19	3%	370	55%	56	8%	204	30%	2	0%	670
Escuela Key Elementary School	25	4%	13	2%	354	58%	36	6%	184	30%	1	0%	612
Gunston Middle School	8	2%	14	4%	194	57%	23	7%	101	30%	2	1%	343
Wakefield High School	5	2%	13	6%	112	51%	9	4%	79	36%	--	0%	218
Total	57	3%	59	3%	1030	56%	124	7%	568	31%	5	0%	1843

Table 3: Escuela Key, Claremont, Gunston, Wakefield Total Enrollment on Sept. 30, 2021—By Race/Ethnicity

	Asian		Black		Hispanic		Multiple		White		Other		Total
	#	%	#	%	#	%	#	%	#	%	#	%	
Claremont Elementary School	19	3%	19	3%	370	55%	56	8%	204	30%	2	0%	670
Escuela Key Elementary School	25	4%	13	2%	354	58%	36	6%	184	30%	1	0%	613
Gunston Middle School	80	7%	213	19%	396	36%	69	6%	331	30%	4	0%	1093
Wakefield High School	147	7%	408	18%	973	44%	104	5%	577	26%	7	0%	2216
Total	271	6%	653	14%	2093	46%	265	6%	1296	28%	14	0%	4592

Benefits for English Learners

The Dual Language Immersion program in APS serves a large number of English Learners in comparison to other schools/programs. In doing so, students whose first language is other than English are able to participate in a multi-year schooling system that is both inclusive and advantageous academically and linguistically. English Learners in DLI programs are not subject to language loss or language replacement and participate in the program throughout their K-12 schooling to advance their skills in both languages.

The research on Two Way Bilingual Immersion (TWBI) Programs in the United States demonstrates that Native Speakers of Spanish or English Learners in these programs are able to attain grade level proficiency in both languages allowing them to close the performance gap between themselves and their English-speaking counterparts. Historically, it is clear that without effective instruction in programs that meet their needs, English Learners languish in school with

underachievement and early high school drop-out, a testament to our failure to educate them.

In examining student results from TWBI/DLI programs, researchers find that well-designed and well-implemented educational programming in two languages can meet the culturally, economically, and linguistically diverse students' needs, with stronger trajectories toward school success. (*Lindholm-Leary 2019*). Students studying two languages have been found to possess a more positive self-concept and are more likely to remain in school and attend college than English Learners in mainstream English-only classes (*Thomas and Collier, 2002*). But the school programs must demonstrate a clear vision and commitment to a multi-year effort to reach the biliteracy goals set out for the students. Schools must carefully implement a research-based instructional model with strong school leadership and proficient teaching staff and follow their students' progress in both languages systematically and diligently. (*GP, Cal 2019*)



CHAPTER 5

Foundational Research for Two-Way and Dual Language Immersion Programs

Four different dual language program designs make up additive bilingual programming: (1) Heritage Language Programs, (2) Developmental Bilingual Programs, (3) Partial or Full Two-Way Bilingual Immersion Programs and (4) Partial or Full One-Way Immersion Programs.

Currently, Arlington Public Schools adheres to the principles of a Partial Two-Way Dual Language Immersion program to offer both English-speaking and Spanish-speaking students the opportunity to develop high levels of literacy in two languages in their K-12 academic program. The partial Dual Language Immersion program (APS refers to its programs as Dual Language Immersion or DLI) consists of a 50/50 program design. APS works to maintain the linguistic balance of students through its lottery process for enrollment.

Research Review

The first Two-Way Bilingual Immersion programs in the U.S. began in the 1960s and were based on well-researched French-English immersion models in Canada and successful Bilingual Maintenance Programs in the Southwest. Since the mid-1980s, the number of TWBI/DLI Programs in the United States has grown to over 3000 programs. More than 95% of these programs in the United States have Spanish as the target language.

For a program to be a Two-Way Bilingual Immersion program, it must possess the following critical features:

1. The program involves instruction through two languages where the target (Spanish in this case) language is used for a significant portion of the students' instructional day (from 50% to 90%)
2. The program involves daily periods of instruction during which only one language is used i.e., no translation or language mixing by classroom teachers
3. Linguistically balanced classrooms made up of Spanish Speakers (NSS), Bilingual (BSS), and Native English Speakers (NES) are developed and maintained through the grade levels
4. The students are integrated for most or all instruction acting as peer models of the language for each other.

Research Findings

The leading researcher in Two-Way Bilingual Immersion Education is Dr. Kathryn Lindholm-Leary, Professor Emeritus, from San José State University in California who studied the longitudinal development of the first TWBI programs in California and has the largest research base on the development of TWBI

programs dating back to the mid-80s. Dr. Lindholm-Leary conducted numerous cohort analyses as the programs developed into the secondary level. She documented these findings in her book, ***Dual Language Education: Bilingualism & Bilingual Education***, in 2001 and it continues to serve as the seminal research base for Two-Way & Dual Language education in the United States.

Dr. Virginia Collier and Dr. Wayne Thomas also conducted research analysis of programs in Maryland, Texas, Washington DC, and other states. Their work is responsible for informing the field about the effectiveness of different program designs on the development of both target language (i.e., Spanish, Chinese, Korean, Russian) and English language proficiencies of the students over their K-12 schooling experiences.

The most pertinent research for APS focuses on three areas:

- A. Oral language proficiency levels of both Native Spanish Speakers (NSS) and Native English Speakers (NES)
- B. Variances between 50/50 and 90/10 DLI models
- C. Academic achievement levels for both groups of students

A. Oral Language Proficiency Levels of NSS and NES Students

The national research trends indicate that all English Speakers (referred to as Native English Speakers or NES in the studies) entering a TWBI/DLI program as a kindergarten fluent in English continued to be fluent in English. There is no evidence in the research that participation of an NES in a TWBI/DLI program caused delay or interference in oral English proficiency. By the end of 1st grade, 100% of the NES students

continued to test orally fluent in English. Furthermore, Spanish Speakers (referred to as Native Spanish Speakers or NSS) also developed strong English oral skills. Not only were NSS rated fluent by 3rd grade, but also showed no significant differences in oral English proficiency when compared to NSS students in English-only programs.

In Spanish, the research found a significant variance in the oral language abilities of students who had been in 90/10 TWBI/DLI programs otherwise known as full immersion programs and those who were in 50/50 TWBI/DLI programs also known as partial immersion programs. In 50/50 TWBI/DLI first grade program classes, 88% of NSS students scored orally fluent in Spanish. In second grade and above, 100% of the NSS students tested orally fluent in Spanish but only 20% of NES students rated orally fluent in Spanish. By grades 4 and 5, 50% of the NES students rated orally fluent in both languages. By sixth grade, almost 70% of NES students gained Spanish fluency. **In 90/10 model programs, students develop higher levels of bilingual proficiency than students in 50/50 model programs** (Lindholm-Leary 2001).

B. Variances in the 50/50 and 90/10 Models

The primary distinction between a 50/50 model and a 90/10 model is the amount of time allocated to each language at each grade level. The first number refers to the percentage of time spent in the target language in kindergarten and the second number to the percentage of time in English. In the 90/10 model, the amount of English-language instruction increases as the student's progress through the grades with the ratio reaching 50/50 generally by 4 through 6th grades. In the United States more than 70% of TWBI/DLI programs implement a 90/10 model.

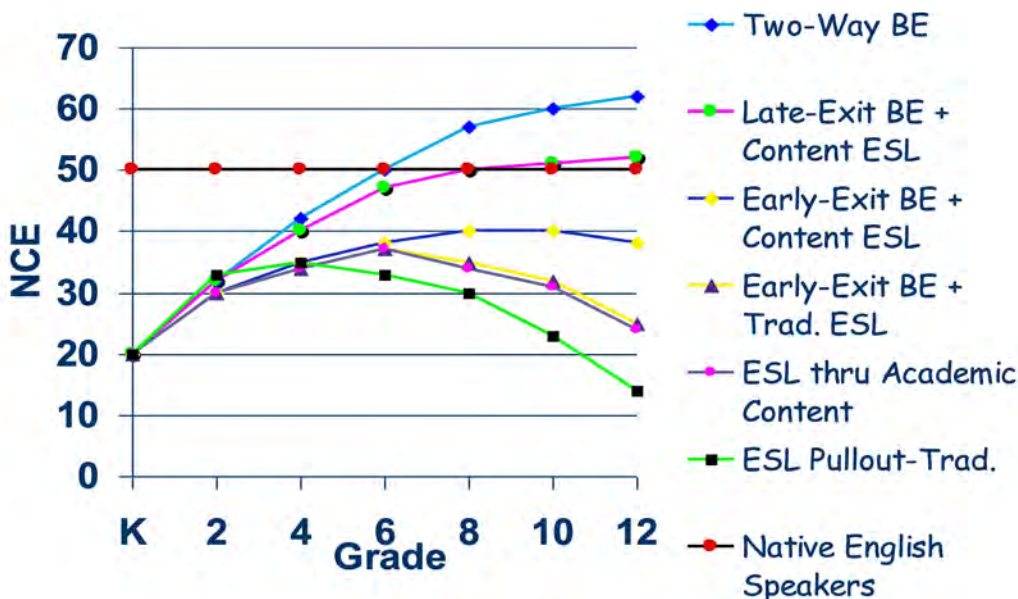
The findings of these students show that both TWBI/DLI models, 90/10 and 50/50, promote proficiency and achievement in both languages, although not necessarily at the same time or to the same levels. Both are viable models for second language study. All 90/10 TWBI/DLI program models engage in sequential literacy development while 50/50 programs engage in a simultaneous literacy effort. The primary difference in these programmatic variances is the development and literacy level of students in the second language. 90/10 programs produce stronger proficiencies in the target language (Spanish or the language of study) by the intermediate grades of Grades 4 and 5, than do 50/50 programs. (Dr. Kathryn Lindholm-Leary & Dr. Elizabeth R. Howard (CAL) “*Language Development & Academic Achievement in Two Way Immersion Programs*”)

C. Academic Achievement

Thomas and Collier (1997, 2002) analyzed 700,000 student records from five school districts to track the long-term educational benefit of NSS during their K-12 academic

experience and found that when programs are implemented well, there is a significant program academic effect that is apparent by late high school. The researchers also found the length of time in the program is crucial: 4-7 years minimum studying in both languages allowed students to close the gap between their test scores and those of their English-Speaking peers. Their research, when presented as long-term data, also found promising results demonstrating that fewer high school dropouts came from well implemented TWBI/DLI programs. This is especially significant for English Learners whose graduation rate in the nation in regular English-only language programs is about 50% lower than that of white middle class students. These studies indicate that in TWBI/DLI programs, NSS students tend to out-perform English Learners in other programs as measured by their scores on Spanish achievement and English oral proficiency measures. English-speakers in TWBI/DLI programs also tend to score higher on English achievement tests than their English-only (EO) peers in regular monolingual programs. (*English Learners Long Term K-12*

Table 4: English Learners Long Term K-12 Achievement on Standardized Tests in English Reading Compared Across Seven Program Models (*Thomas & Collier, 2000-2019*)



Achievement on Standardized Tests in English Reading Compared Across Seven Program Models, Thomas & Collier, 2000, 2010 and 2014, 2019).

D. Brain Theory and Cognitive Development

In recent years, the U.S. mainstream media have made popular the ongoing neurological research that demonstrates the cognitive advantages that bilinguals and multilinguals have over monolingual persons. For example, proficient bilinguals outperform monolinguals in creativity; problem solving; divergent thinking; mental flexibility; executive function issues such as attention to detail, ability to ignore distractions, task switching, working memory, conflict management; efficient cognitive/sensory processing; metalinguistic awareness; and visual-spatial skills. Older bilinguals are even more resistant to the onset of dementia and Alzheimer's than are monolinguals (*Baker, 2011; Bialystok, 2011; Grosjean, 2010; Lyons, 2014; Perry, 2013; Willis, 2012*).

Numerous studies point to specific cognitive advantages among children (and adults) who are competent in two languages. This is particularly apparent in the area of executive

functioning, which “refers to a set of cognitive abilities that allows individuals to plan, control their attention, regulate their behavior and think flexibly” (*National Academy of Sciences, 2017*).

There is little doubt that students' brains are wired for multilingualism when students have a “need” to develop the new language. Schooling in a different language presents that “need”. “When U.S. schools plan TWBI/DLI programs to allow students to study in two or more languages over the course of their schooling and fully develop more than one language, schools are creating a new generation of students with superior brains” (*Thomas & Collier, 2008*). TWBI/DLI programs can promote high levels of bilingualism/biliteracy associated with higher cognitive and brain function. Also, numerous studies with TWBI/DLI and other dual language students show that bilingual proficiency is associated with academic achievement, and the stronger the students' bilingualism (not just their English proficiency), the stronger their academic achievement (*Lindholm-Leary, 2019*). As this “bilingual brain” research is becoming widely publicized, more and more parents of both English-speaking and Spanish-speaking families are seeking bilingual schooling for their children than ever before.



CHAPTER 6

Program Design & Program Pathways

It is recommended that the Dual Language Immersion elementary programs in Arlington Public Schools will be redesigned as a full early immersion 80/20 program. Just like a 90/10 program, an 80/20 program is designed as a sequential literacy model, which means students develop their initial literacy in the target language and add on the second literacy system in English over the first three years of their schooling. K-2nd grade students receive instruction in the target language (Spanish) to build a strong literacy base that will serve as the springboard to accelerate literacy in English and create a strong linguistic base in Spanish. This early introduction into their new language (Spanish or English) affords young students the time and practice to develop an affinity to a new language through instructional periods where they will practice listening, speaking, reading, and writing with their classroom teachers and peers.

Communicative Based Instructional Model

The overarching goal of the APS DLI program in grades K-8 is communication. A **communication-based instructional model** for second language study outlines the various stages of language learning and focuses on the Communication Standard of the Virginia Department of Education World Language Standards. As students progress up the grade levels, they master literacy and communication skills to become bilingual and biliterate and reach levels that allow them to function in a

Spanish-speaking country. DLI program students enter high school with a command of both oral language proficiency skills (listening and speaking) and literacy (reading and writing) that allows DLI students to enter a grammar-based instructional model. Their placement into World Language DLI classes in high school allow the students to fine-tune their reading and writing skills, take advanced coursework in Spanish, prepare to pass the Advanced Placement (AP) or International Baccalaureate exams, meet the requirements for the *Virginia Seal of Biliteracy*, and potentially receive college credit for their years of study.

Dual Language Immersion programs are standards-based in all content areas. Students are not separated for instruction and instead, work together to support each other's learning and language practice serving as peer models for the language they bring to school. Starting early and studying formally in a second language prepares students to become highly proficient by the end of their middle school years.

The program is carefully designed with set percentages of time in each language. These time frames allude to the time students receive Spanish instruction. The first number indicates the time students receive instruction, while the second number indicates instruction in English. In an 80:20 model, the percentages of language increase and decrease incrementally during the elementary years until there is an equal balance of instructional time in both languages starting in fourth grade. In each of the middle

school years, students take three of their seven courses in Spanish. In order to reach high levels of literacy and academic achievement in both languages, the APS Dual Language Immersion program continues through high school. Eighth grade students will take a placement test for correct placement in Spanish language coursework upon entering high school. DLI students will be given tests that afford them the opportunity to earn the *Virginia Seal of Biliteracy* on their diploma and transcript, and participate in advanced coursework in Spanish.

The Dual Language full immersion elementary program consists of the following time in each language:

Table 5: Elementary Program

Grades	K-1st	2nd	3rd	4th	5th
Spanish	80%	80%	70%	50%	50%
English	20%	20%	30%	50%	50%

Elementary Program Instructional Design

A full immersion DLI program begins at kindergarten and first grade where instruction in the target language is designed to be delivered

80% in Spanish and 20% in English. Starting in grade 3, the percentage of time in English is increased by the fourth and fifth grades, 50% of the student’s day is conducted in Spanish and 50% is conducted in English. Teachers adhere to a clear separation of language instruction to ensure that students enter the middle school years with a strong foundation in both the target language (Spanish) and English.

DLI teachers must carefully design their daily schedule to ensure that both languages have protected instructional times. Each school must plan their schedules to ensure that students are engaged in language arts and content instruction in both languages as the program develops through the grade levels on a daily basis. In grades K-2, students engage in Spanish language arts and study in English during the Academic English Development (AELD) time in their schedules. In grades 3-5, DLI students study both Spanish language arts and English language arts in an effort to develop their literacy in both languages. At these levels, both language arts times must be carefully planned and organized so that they are not a repetition of each other. The charts below outline the percentages of time and the content areas taught in each language for the elementary program.

Table 6: Percentages of Time in Both Languages - Elementary Program

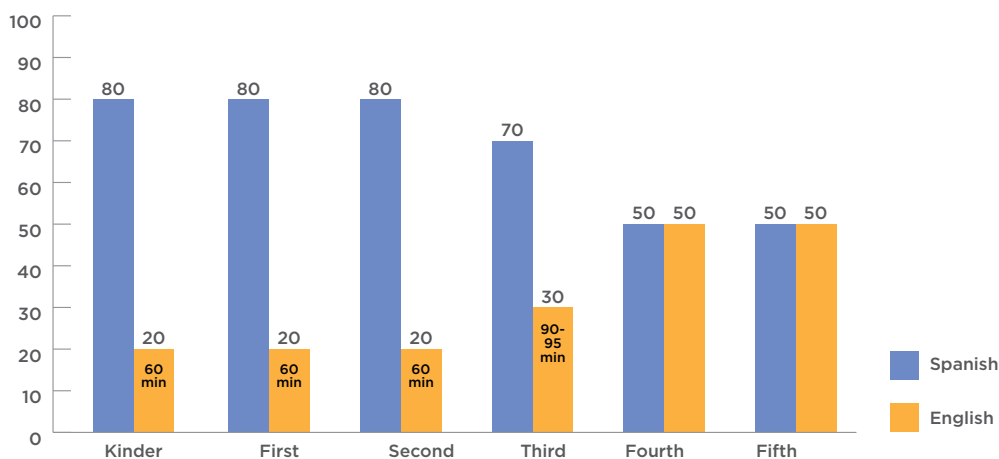


Table 7: APS Elementary Program Content Areas

Grades	Language Percentage Spanish/English	Spanish	English	Specials
Kinder	80/20	<ul style="list-style-type: none"> • SLA • math • science • social studies 	<ul style="list-style-type: none"> • Academic English Language Development (AELD) to include listening and speaking • Pre-reading skills 	<ul style="list-style-type: none"> • Specials may include: art, library, music, technology, P.E., etc.
1st	80/20	<ul style="list-style-type: none"> • SLA • math • science • social studies 	<ul style="list-style-type: none"> • Academic English Language Development (AELD) to include listening and speaking, beginning reading 	<ul style="list-style-type: none"> • Specials may include: art, library, music, technology, P.E., etc.
2nd	80/20	<ul style="list-style-type: none"> • SLA • math • science • social studies 	<ul style="list-style-type: none"> • Academic English Language Development (AELD) to include listening, speaking, reading, writing 	<ul style="list-style-type: none"> • Specials may include: art, library, music, technology, P.E., etc.
3rd	70/30	<ul style="list-style-type: none"> • SLA • math • science • social studies 	<ul style="list-style-type: none"> • AELD to include listening, speaking, reading, writing • ELA 	<ul style="list-style-type: none"> • Specials may include: art, library, music, technology, P.E., English, math bridge (10 min. maximum, test prep and English vocabulary)
4th	50/50	<ul style="list-style-type: none"> • SLA • math • science 	<ul style="list-style-type: none"> • ELA/AELD to include listening, speaking, reading, writing, social studies 	<ul style="list-style-type: none"> • Specials may include: art, library, music, technology, P.E., English, math bridge (10 min. maximum, test prep and English vocabulary)
5th	50/50	<ul style="list-style-type: none"> • SLA • math • science 	<ul style="list-style-type: none"> • ELA/AELD to include listening, speaking, reading, writing, social studies 	<ul style="list-style-type: none"> • Specials may include: art, library, music, technology, P.E., English, math bridge (10 min. maximum, test prep and English vocabulary)

Linguistic Makeup of Students in a DLI Program

The ideal DLI program classrooms consist of linguistically balanced classrooms: one-third of students are native speakers of Spanish, one-third of the students are bilingual in Spanish and English, and one-third of the students are English speakers. This class configuration best allows for students to serve as each other’s peer models of a specific language. The current APS goal of a 50-50 balance between English and Spanish speakers meets the principles of this ideal ratio. There may be some years in which this linguistic balance is difficult to attain because of the make-up of incoming student populations. In that case, the classrooms might have a majority of English speakers or a majority of Spanish speakers. However, a Dual Language Immersion program must have **no less than one-third** of the students of either language to be able to meet the needs of the students.

See the two student profiles below:

PROFILE ONE:

Native
Spanish
Speakers
1/3

Bilingual
Students
1/3

English
Speakers
1/3

PROFILE TWO:

Native
Spanish
Speakers
1/3

English or
Spanish
Speakers
1/3

English
Speakers
1/3

Implementation Sequence

The shift from the partial immersion program (50/50) to a full immersion program (80/20) will take place over three years to minimize disruption to the staffing at the elementary =schools. The following chart outlines the expected sequence toward full immersion for the schools:

Table 8: Implementation Timeline 2023-2028

Grade Level Years	Shift in Program Design	Other Grade Levels
Kinder and First Grade in 2023-24	80/20 One language per teacher	Grades 2-5 remain in a partial immersion structure (50-50) day
Second Grade in 2024-25	80/20 One language per teacher	Grades 3-5 remain in a partial immersion structure (50-50 day)
Third Grade in 2025-26	70/30 One language per teacher	Grades 4-5 remain in a partial immersion structure (50-50 day)
Fourth Grade in 2026-27	50-50 Two teacher model (already in place)	Students from a full immersion program move into 4th grade for the first time
Fifth Grade in 2027-28	50-50 Two teacher (already in place)	Students from a full immersion program move into 5th grade for the first time

Middle School DLI Program

Students need a minimum of eight years to fully realize the advantages of their Dual Language Immersion schooling. As DLI students advance through the grade levels, they are highly encouraged to continue their pathway from fifth grade into their DLI middle school program and meet the goals set out by the design. At the middle school level, students work to advance their reading, writing, speaking and grammar skills in Spanish. English Learners are able to close the performance gap by eighth grade if they fully participate in the coursework at this level. The DLI middle school program offers students 43% of their instructional day **exclusively in Spanish** (Spanish language arts, social studies, and science) the rest of their day in English (math, English language arts, and electives.)

The following middle school program chart reflects three courses taught in Spanish from sixth through eighth grades.

Table 9: APS Middle School Program

Dual Language Immersion Middle School Program Matrix	6th Grade	7th Grade	8th Grade
Student from the elementary DLI program and students who pass the Spanish requirements to enter the program in middle school	<ul style="list-style-type: none"> • Spanish language arts 6 (reading, writing, grammar & oracy) • Content in Spanish: social studies and science 	<ul style="list-style-type: none"> • Spanish language arts 7 (reading, writing, grammar & oracy) • Content in Spanish: social studies and science 	<ul style="list-style-type: none"> • Spanish language arts 8 (reading, writing, grammar & oracy) • Content in Spanish: social studies and science

High School DLI World Language Course Sequence

Students who complete the DLI middle school program may continue in the DLI program at Wakefield High School and will be given an end of course test to place them correctly at the high school level. Current DLI courses at Wakefield include Spanish Language arts courses, AP Spanish courses, and advanced science content courses such as Immersion Intensified Biology. Wakefield is working to expand the number of content courses offered in Spanish Immersion to include dual enrolled courses through NOVA. APS DLI students can usually meet the requirements for the *Virginia Seal of Biliteracy* by the end of the eighth grade. The goal is to have students continue to build their Spanish skills through additional dual enrolled courses, through internships, and/or by doing their senior project in Spanish. APS will also offer an Advanced Studies in Spanish course if there is sufficient demand and may investigate offering Spanish for special purposes courses (e.g. legal and medical translation/interpretation courses). Some DLI students may additionally choose to begin formal study of a third language. Students who complete the DLI middle school program and choose to attend their neighborhood high school instead of continuing the DLI program at Wakefield can also obtain the *Virginia Seal of Biliteracy* by continuing in advanced coursework through AP Spanish classes at their neighborhood school. The following chart presents **possible course sequences** for high school students engaged in world language coursework from the different programs to include the dual language immersion students, Spanish-speaking newcomers who are literate in Spanish, and Spanish-speaking students who are orally proficient in Spanish but not literate.

Table 10: High School Program Options

Student Profile	9th Grade	10th Grade	11th Grade	12th Grade
Ongoing DLI & native Spanish speakers who pass the eighth grade placement test and score at an advanced level.	<ul style="list-style-type: none"> Spanish AP Language or Dual Enrollment courses through NOVA (<i>requires 3.25 GPA of any H.S. classes taken</i>) and Intensified Biology 	<ul style="list-style-type: none"> Spanish AP Literature Intensified Chemistry 	<ul style="list-style-type: none"> Spanish for special purposes Internship Dual enrollment 3rd language Yr 1 	<ul style="list-style-type: none"> Spanish for special purposes Internship Dual enrollment 3rd language II
Ongoing DLI students who score at an intermediate level or below on the eighth grade placement test	<ul style="list-style-type: none"> Immersion 9 or Dual Enrollment courses (<i>requires 3.25 GPA of any H.S. classes taken</i>) and Intensified Biology 	<ul style="list-style-type: none"> Spanish AP Language Intensified Chemistry 	<ul style="list-style-type: none"> Spanish AP Lit Spanish for special purposes I Internship Dual enrollment 3rdLanguage Yr 1 	<ul style="list-style-type: none"> Spanish for special purposes II Internship Concurrent college enrollment II 3rd language Year 2

DLI Pre-K-12 Program Pathway

The Dual Language Immersion program is currently offered in Pre-K through grade 12 in Arlington Public Schools. The current Pre-K-12 pathway is shown below:

Table 11: Current DLI Pre-K-12 Pathway

Elementary	Middle	High School
Two Pre-K-5 Schools	One grade 6-8 program	One grade 9-12 program

Table 12: Current Program Locations

Elementary	Middle	High School
Claremont Escuela Key	Gunston Middle School	Wakefield High School

During the visioning process, the Task Force considered and discussed a variety of Pre-K-12 pathways including a third Pre-K-5 DLI school, Pre-K-8 school, one or two program locations for middle school and one or two program locations for high school. The Task Force recommendation is shown below:

Table 13: Recommended Pre-K-12 Pathway

Elementary	Middle	High School
Three Pre-K-5 schools	One grade 6-8 program	One grade 9-12 program

Rationale for Recommended Pre-K-12 Pathway

Expanding a DLI program to a 3rd elementary site will increase the number of kindergarten seats offered and expand access to the program:

- In 2021-22, APS returned to offering four kindergarten classes at Escuela Key and Claremont to bring enrollment to more manageable levels within the constraints of the size of each building. This reduced the

total number of kindergarten classes from 12 to 8, reducing the number of kindergarten seats offered from 288 to 196.

- A strategically located third site that is proximate to traditionally under-represented populations would help support the recommended DLI program model.
- Increased DLI enrollment at the elementary level will lead to larger cohorts of students moving through the program, Pre-K-12.
- Larger grade level cohorts allow for additional course offerings at the high school level which promotes program continuation.
- An expansion will also provide opportunities for all elementary students who wish to continue in the DLI program to matriculate together through middle and high school which benefits the students both academically and socially.
- Additionally, having one middle school and only one high school program maintains a larger cohort of students at each building, concentrating DLI staff and thus promoting increased mentorship and professional learning opportunities. This is a consideration in APS’s ability to recruit, hire, and retain highly qualified DLI staff.

Additional Considerations

Historically, program continuation rates from grade 5 to 6 are lower for Escuela Key families than Claremont families:

- In the year, 2020 to 2021, continuation rates from elementary to middle school reflected a significant percentage of students not completing the DLI pathway:
 - Claremont 72% continuation rate
 - Escuela Key 54% continuation rate

- Feedback received during the DLI visioning process and previous World Languages Office program evaluations indicated that travel distance to the location of the current middle school program is a barrier to continuing with the DLI program beyond grade 5.

Several members of the DLI community, including those who participated on the Task Force and the DLI Elementary Feeder Structure Committee expressed that a centralized location for the middle school program would increase program continuation rates through the secondary level by reducing travel distance. The DLI Task Force decided that it was necessary to retain one middle school site at this time for the DLI programs. This option may be reconsidered at a later date.

A critical factor in the successful implementation of a third elementary Pre-K-5 DLI program is interest in implementing a DLI program from an additional elementary school community with the student population needed to support the DLI program model.

Recommended Program Size at Each Primary Entry Point for Elementary, Middle, High School (Kindergarten, 6th grade, 9th grade)

During the visioning process, DLI instructional leaders and APS Central Office instructional leaders who supervise and oversee the DLI program provided their input on the recommended size of DLI program, both the minimum and ideal number of classes needed at each primary entry point (kindergarten, 6th grade, 9th grade) to support program integrity and strong student learning outcomes through the Pre-K-12 pathway.

Rationale

This level of student enrollment maintains:

- a sizable cohort of students to support program integrity and goals, including reciprocal exchange of learning

Table 14: Recommended program size

	Minimum Size	Ideal Size
Elementary (Kindergarten)	4 classes (Approx. 96 students)	4 or 6 classes (Approx. 96 or 144 students)
Middle School (6th grade)	4 classes (Approx. 100 students)	6 classes (Approx. 150 students)
High School (9th grade)	3 classes (Approx. 75 students)	4 classes (100 students)

- a level of staffing that provides increased mentorship, support and professional learning opportunities

Program continuation rates: The number of classes and students recommended at each primary entry point helps to mitigate the impact of attrition from the DLI program when students move out of Arlington or otherwise choose to leave the DLI program. Since students can only join the DLI program at grades 2 and above if they already have grade-level Spanish language skills, the DLI program cannot naturally maintain enrollment numbers over the years the way English-only schools and programs can.

Next Steps

The Task Force’s recommended DLI Pre-K-12 pathway is a long-term vision with some ideas able to be realized in the near future (2-5 years) while realization of others may be more long term (5-10+ years). The Task Force’s recommended Pre-K-12 pathway for the DLI program will be one component in the overall instructional vision for APS that will factor into future planning processes. Recommendations for specific programs, including the DLI program, need to be considered in the broader context of

the overall instructional vision for programs and pathways in APS as defined in the Instructional Programs and Pathways (IPP). Instructional leaders will continue development of the IPP in the fall of 2022. IPP recommendations will be incorporated in the next Arlington Facilities and Student Accommodation Plan (AFSAP) that will be completed in the fall of 2023.

Staffing of the DLI Program

The book *Guiding Principles for Dual Language Education* states in Strand 5 *Staff Quality and Professional Development*: *The program recruits and retains high quality dual language staff. (1) There is a teacher recruitment and retention plan that is aligned with program goals and long-term needs (2) Selection of new*

instructional, administrative and support staff is based on credentials, language proficiency and demonstrated commitment to program goals.

It is recommended that APS Human Resources department will collaborate with the World Languages Office and Dual Language schools to recruit, hire and retain bilingual/biliterate staff to teach content in the target language (Spanish) including but not limited to researching Visa requirements for teachers from Spanish-speaking countries.

The APS superintendent stated he supports changing the language of PIP G-3.16.1 to allow additional exemptions for the DLI schools based on the need for teachers who can teach content in Spanish. (see Appendix G)

Table 15: APS DLI Program Pathway



Elementary DLI Programs	Middle School DLI Program	High School DLI Program
Kinder 80-20 First Grade 80-20 Second Grade 80-20 Third Grade 70-30 Fourth Grade 50-50 Fifth Grade 50-50	6th Grade: 3 courses in Spanish 7th Grade: 3 courses in Spanish 8th Grade: 3 courses in Spanish	Advanced Placement Spanish Courses H.S. Content Courses in Spanish Dual Enrollment Coursework Spanish for Special Purposes Courses Third Language Option Senior Project in Spanish
<p>Dual Language students qualify for the Virginia Seal of Biliteracy & Diplomas de Excelencia Académica from the Embassy of Spain</p>		

CHAPTER 7

DLI Enrollment Policies

Arlington Public Schools provides families the opportunity to apply to an option school/program or request a neighborhood transfer as an alternative to attending their neighborhood school. APS option schools/programs have specialized instructional programs that provide Pre-K, elementary, middle, and high school students the opportunity to thrive in a specialized educational setting. The Dual Language Immersion program is one of the options available in APS.

The DLI program is currently available at the following option schools at the elementary level: Escuela Key and Claremont Immersion School. All students who attend these schools are enrolled in the Dual Language Immersion program. Students who continue in the DLI program matriculate to Gunston Middle School and Wakefield High School where the secondary program is available. All students who have completed an APS Dual Language Immersion program and continue to meet program requirements will automatically be admitted to the DLI program at the next school level. Any student, regardless of language ability, may join the DLI program in kindergarten or first grade. From grade 2 onward, students new to APS and/or to the DLI program MUST demonstrate the Spanish language skills needed for entry into the program at that grade level.

The Options and Transfers Policy (J-5.3.31) and Policy Implementation Procedure (J-5.3.31 PIP-1)¹ outlines the process determined by the School Board that APS follows to ensure equitable access for all students to the available option school/programs and neighborhood transfers. Families are encouraged to review this policy and PIP for additional procedural information on the options and transfers process. Below are highlights of the policy and policy implementation procedures

Application and Admissions Process

Overview

In order to be considered for an option school/program or neighborhood transfer, families must submit an application through the online application portal within the specified time frame. If more applications are received than seats available, APS will conduct a random, double-blind lottery to determine admission to these programs and schools and will maintain a waitlist.

Application Process

To help families make informed decisions, the parents/guardians of the applicant are

¹ School Board policies and procedures are reviewed periodically and may be revised. The information in the DLI Framework is based on the most current Options and Transfers Policy (J-5.3.31) and Policy Implementation Procedure (J-5.3.31 PIP-1) as of June 2020. Please visit <https://www.apsva.us/school-board-policies/> to find the most current version of APS policies and procedures.

encouraged, but not required, to visit the options and transfers web page to learn more about the instructional programs available. If a family's schedule permits it, families are encouraged to visit their neighborhood school and the schools or programs to which they are applying. Schools/programs offer scheduled informational meetings; schedules can be found on the Options and Transfers web page and on the school or program's web page.

Kindergarten Information Nights

In January, APS hosts Kindergarten Information Nights where families can learn about the registration process and the available neighborhood and option schools for the upcoming school year.

For all applications for admission to an option school/program or transfers to a neighborhood school that is accepting transfers:

1. An online application must be submitted to the Welcome Center, which is responsible for managing and processing all applications, lotteries, notifications and waitlists.
2. Submission due dates are as follows:
 - Secondary: by 4 p.m. on the third Friday in January.
 - Elementary: by 4 p.m. on April 15. (Note: If April 15 falls on a weekend or school holiday, the deadline is extended to the next instructional day for students) For the purposes of this Policy Implementation Procedure, a student is officially enrolled once they begin to attend the school.

Elementary Dual Language Immersion Lotteries

Applicants are separated into two (2) pools: one for Spanish-language speakers and one for non-Spanish language speakers based on information provided by parents/guardians on the application. This lottery is designed to support a balance of English- and Spanish-language speakers in the program.

Keeping Families Together

Arlington Public Schools will keep siblings together to the extent possible given eligibility requirements, financial constraints and capacity limits:

- Siblings are children who have at least one parent/guardian in common, and the parent/guardian has full or shared custody. Twins/multiples are siblings who are concurrently enrolled in the same grade.
- Twins/multiples, although admitted as two, will be treated as one in all applications for option schools/programs.
- Siblings who will be concurrently enrolled at the same elementary school will receive priority in admission.

Acceptance of Admission to an Options School/Program or Neighborhood Transfer

Parents/guardians must accept or decline an offer to a school or program by the given deadline.

If a response is not received by the deadline, the seat will be given to the next student who is on the waitlist for the specified school year.

If a student gets into more than one option school/program, parents/guardians must select a school or program by the given deadline. Once a school or program is selected, the student is removed from all other waitlists. If families do not get their first choice, they can decline the seat offered at an option school/program and remain on the waitlist for their first-choice program or school during that school year only. If the student is not accepted off the waitlist and remains interested in attending that program or school, then the student is required to submit a new application the following school year.

Waitlists

The waitlist will be used to determine the order for admitting students not initially admitted through the lottery. If the requested school/program has a waitlist, each application submitted after the stated admission deadlines will be placed at the end of the waitlist, in the order received. The waitlist for neighborhood transfers is closed annually on May 1 to accommodate staffing and academic scheduling. Option seats are continuously filled throughout the school year as seats become available. Waitlists will not carry over from one school year to another and will be dissolved at the end of the school year for which the student applied.

Applicants must reapply through the lottery process to be placed on the waitlist for the next school year.

- New waitlists will be developed each year based on an annual lottery.
- New students and APS students who are not admitted via the lottery or off the waitlist during the school year must reapply each year for the program(s) or school(s) that interest them.

Registration (Elementary School Only Including Preschool)

Parents/guardians residing in Arlington who accept an offer of a seat at an option school/program or for a neighborhood transfer must register the admitted student by the given deadline. Parents/guardians of students who speak a language other than English and have accepted an offer of a seat at an option school/program or for a neighborhood transfer, should make an appointment at the Welcome Center by the given deadline. Parents/guardians who are relocating to Arlington but are not yet Arlington residents and have accepted an offer of a seat at an option school/program or for a neighborhood transfer, should make an appointment at the Welcome Center or school by the given deadline. If the student is not registered or a registration appointment is not made by the deadline, the seat will be offered to the next student on the waitlist.

Continued Enrollment

Once a student is enrolled in an option school or program or accepts a transfer to a neighborhood school, enrollment will be continuous through the grade level of that school/program unless there is a boundary change. In such cases, the School Board may make a different decision as part of the boundary change adoption. Students who are admitted to an option school or program must:

1. Enroll in the required option program's courses, or
2. Meet the option program's requirements, or
3. Return to their neighborhood school.

If they are interested in staying at the school while not enrolled in the option program, they can follow the procedures for applying for a

neighborhood transfer to continue enrollment at that school, outside of the program if the school is available for neighborhood transfers.

Transportation

Transportation is available for students attending option schools/programs who live outside their school's walk zone (View school bus eligibility maps on the APS website). All transportation for option school and programs is provided via hub stops. Hub stops are at central locations—such as a community center or school—where students from several neighborhoods meet to catch the bus to their school and may be a longer distance from a student's residence. More information on transportation for option schools is provided on the district website.

Students with Special Needs

Students with special education needs will have equal access to the Dual Language Immersion program within the allowances of a student's IEP. Upon enrollment, students will receive the

same level of service and support provided to all Arlington Public School students.

Newcomers and Late Enrollees

New students and APS students who are not admitted via the lottery or off the waitlist during the school year must reapply each year for the program(s) or school(s) that interest them. Students new to APS and/or to the Dual Language Immersion Program MUST demonstrate the Spanish language skills needed for entry into the program in grade 2 or above. Students are administered a screener consisting of reading from grade level text in the target language, answering questions as an oral interview, and completing an on-demand writing activity to demonstrate their level of Spanish language proficiency. Elementary students are assessed at the Dual Language Immersion school at which they are applying while secondary students are assessed by the World Language Office and the Office of English Learners.



CHAPTER 8

Virginia Seal of Biliteracy

The Virginia Seal of Biliteracy was adopted in 2015 by the Virginia General Assembly. This program recognizes high school students who achieve proficiency in English plus at least one additional language. The seal is placed on the student's diploma and noted on the transcript.



Eligibility for the Virginia Seal of Biliteracy:

Criteria (i): Pass all required end-of-course assessments in English reading and writing at the proficient or higher level

Guidance: Students should demonstrate proficiency in English by meeting English language arts requirements for high school graduation through whatever means are currently in place to document attainment of that requirement.

Criteria (ii): Be proficient at the intermediate-mid level or higher in speaking and writing in one or more languages other than English, as demonstrated through an assessment from a list to be approved by the Superintendent of Public Instruction.

Guidance: Students should demonstrate proficiency in a world language other than English through one of a range of state approved language assessment options, including Advanced Placement (AP), International Baccalaureate (IB), and other national or international assessments at a

level comparable to Intermediate Mid on the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.

- Pass a foreign language AP examination with a score of three or higher or an IB examination with a score of four or higher; or
- Score 600 or higher on a Latin SAT II test (SAT Subject Test); or
- Receive a rating of Intermediate Mid or higher on a nationally or internationally available assessment of proficiency across language skills based on ACTFL Proficiency Guidelines; or
- Pass a foreign government's approved language exam, or a nation's high school level standardized exam in a language from a country in which the language is taught in school at a level comparable to Intermediate-mid or higher on the ACTFL proficiency scale; or

- Provide evidence of success at the B1 level or higher on an assessment authorized through the Common European Framework of Reference for Languages; or
- Provide evidence of attaining Level 3.0 or higher on the American Sign Language Proficiency Interview (ASLPI)



Table 16: Sample criteria for Bilingual Pathway Awards

Kindergarten – “Off to a Great Start” Participation Certificate	5th Grade – Bilingual/ Biliteracy Proficiency Award	8th Grade – Attainment of Biliteracy Certificate	High School VA State Seal of Biliteracy
<ul style="list-style-type: none"> • Successful “start” in a DLI program 	<ul style="list-style-type: none"> • Reclassification (if English learner) to fluent status • Essay with oral presentation in the target language • Spanish scores – at grade level or above • Receive ISA Diploma for completion of program from the Embassy of Spain 	<ul style="list-style-type: none"> • Special project on topic relevant to bilingualism • State testing – at grade level or above • Logramos Test score of 80% or higher • Receive ISA Diploma for completion of program from the Embassy of Spain 	<ul style="list-style-type: none"> • Meet the state criteria for the Seal of Biliteracy upon successful completion of the Advanced Placement test or requisites outlined by the Virginia Department of Education. • Receive ISA Diploma for completion of program from the Embassy of Spain

CHAPTER 9

Assessing Student Progress in Two Languages

Dual language programs have the largest program effect sizes of all EL program types. The instructional acceleration in two languages leads to higher-than-normal yearly achievement for ELs and allows them to outgain typical native English speakers for each year that they participate in the dual language program (Thomas & Collier, 2002).

Teachers need to have a holistic understanding of their students and consider both languages when assessing a student's understanding of content (rather than language). "...the linguistic capacities of emergent bilingual learners are integrated, and we can never fully understand what a student comprehends and is able to do by examining only one language" (Valdés et al., 2015). Teachers therefore, must have a clear understanding of each individual student's proficiencies in both languages to create an instructional program that will allow students to advance in both languages.

Assessment is a foundational component of the feedback loop between teacher and students in a DLI program. Through proper assessment, students demonstrate knowledge and abilities in terms of academic language, literacy, and content. Valid assessments must be aligned to both content and language standards.

The **Guiding Principles for Dual Language Education** by the Center for Applied Linguistics, (CAL), notes that assessment should be carried out in "consistent and systematic ways" and requires the use of "multiple measures in both

languages to assess students' progress toward meeting bilingual and biliteracy goals along with the curricular and content-related goals" (Howard et al., 2007). Each site's leadership team must account for the time teachers need to design common assessments, both summative and formative. Additionally, teachers will need the time to analyze and interpret the results of their common assessments. This system requires professional learning and discrete protocols to ensure that teachers are responding to student needs indicated on formative and summative assessments. Whether the site implementation team includes this protocol through regular learning teams or through periodic in-service activities, student assessment data should inform planning of future units to ensure that all students are reaching grade-level targets in each language of instruction.

Content should be assessed in the language of instruction (in addition to the state-required SOLs). Research studies have suggested the following: "*Bilingual and dual language programs are using more multilingual approaches, such as interviews with parents, documenting interactions with students in both languages, and using anecdotal evidence and formative assessments that capture what students can do in two languages to identify student language abilities. These districts are questioning the monolingual perspective that assesses student knowledge exclusively in one language and looks incorrectly at students as two monolinguals in one mind*" (Grosjean, 1989).

Although literacy development is assessed in each language separately, the analysis should be concurrent to document students’ biliteracy trajectories (*Escamilla et al., 2014*). Formative assessments in both languages should take into account the different ways in which children develop their two languages orally so that “we don’t mistake normal use of language for a sign of confusion or other problems” (*Beeman & Urow, 2012*).

Programmatic Assessments

Students in the DLI program must meet both state and programmatic proficiency targets for their grade levels. In 2022-23 APS will

work to create a new assessment plan for the DLI students to ensure that schools are able to conduct systematic progress monitoring in both languages. Planning is underway to create a data system that will assist teachers and administrators in gauging the development of literacy in both languages and make the necessary programmatic adjustments to do so.

APS will be analyzing the testing demands on students and organizing the assessments to inform teachers and parents of the progress of the students over the course of their participation in the program. The table below was created as an example of how assessments in both languages may need to be organized.

Table 17: Sample Assessment Framework for Dual Language Immersion (*work in progress, see Appendix F*)

Assessments	Grade Level	Language	Testing Instrument TBD	Time Frame
Reading Assessments	K-8	Spanish		Quarterly
Reading Assessments	K-8	English		Quarterly (for K-1 use state guidelines)
Writing K-12	K-12	Spanish		Quarterly
Writing 2-12	2-12	English		Quarterly
Oral Language Assessments EL	K-3	English		Beginning and Ending of the School Year
Oral Language Assessments for All	K-8	Spanish		Beginning and Ending of the School Year

CHAPTER 10

Recruitment, Marketing and Parent Engagement

The book, ***Guiding Principles for Dual Language Education*** states in Strand 6 *Family and Community*: *The program has a responsive infrastructure for positive, active and on-going relations with students' families and the community. The program promotes family and community engagement and advocacy through outreach activities and support services that are aligned to the three core goals of dual language education.*

The Dual Language Immersion program will have ongoing outreach, education and recruitment programs in the APS school community to ensure that the four schools continue to make the DLI program a viable program option for all families. Marketing may consist of multiple parent information evenings on DLI at the schools sites, the distribution of program flyers, and presentations at preschools and other childcare facilities where families of incoming kindergarten students are preparing to enter APS schools. APS is committed to the inclusion of Latino families in the community and families of diverse ethnic groups. In so doing, APS is working to expand and improve its communications with the Spanish-speaking community to include the dissemination information about the documented success of DLI programs for English learners.

The active engagement of participants' families is critical to the success of a DLI Program. Each school must encourage parents, guardians and/or other family members to help their children

be successful in school. Families can directly and indirectly contribute their time and talents to the program in many ways including (1) assisting with homework, (2) volunteering at school, (3) accepting leadership positions, such as in the PTA /Home School clubs. Parents can also support the school program by serving on school and/or APS committees such as the World Language Advisory Committee, (WLAC), serving as room parents, serving on planning teams for special cultural events, working on fund-raising events, translating materials, chaperoning field trips, and volunteering for specific classroom activities.

There must be many opportunities for families from all linguistic and cultural backgrounds to participate in the ongoing development of the DLI program at their respective schools. It is the hope of APS that hands-on involvement by families will facilitate communication and provide a better understanding of the DLI program development. In addition, families can benefit from involvement in the overall school, as they learn how to better assist in their child's own linguistic and academic development and gain new multicultural perspectives.

Part I: Marketing, Educating & Recruitment of New Families

As the DLI schools analyze their student demographics with division officials, the administrators will work to create a marketing plan that supports the on-going formation of

linguistically balanced classes. As demographics shift, a concerted outreach to Spanish-speaking families may be necessary. Other years, the marketing may be to English-speaking families to ensure that the student make-up at the schools is balanced. Schools must also consciously recruit families from the community where the school is located and ensure ethnic diversity as well.

DLI Parent /Student Information Events

Elementary School Information Events

Parents of incoming kindergarten students are invited to a district-wide Kindergarten Information Night where all schools and programs in APS are represented. Dual Language Immersion schools host Dual Language Immersion Information evening(s) for parents at their respective schools before the lottery deadline. This event allows parents to receive a comprehensive review of the Dual Language Immersion program (in both languages). Schools offer parents interested in the program a tour of the school. It is recommended that parents also be allowed to observe a few DLI classes as they learn about the DLI program. The above marketing allows families to make an informed choice.

Middle School Information Events

Before students matriculate to sixth grade, the middle school hosts two DLI Middle School Student Information Nights, one in Spanish and one in English scheduled in January so that the Gunston Middle School staff are able to present information about both the program at that level and the school. Rising sixth grade students visit Gunston for a tour during the school day, meet the teachers, and have lunch at Gunston.

During the visit, a panel of eighth graders meets with the rising sixth graders to give the student perspective and answer questions. This allows students at the elementary school to get a sense of the DLI middle school program. An example of an additional recruitment strategy could be rising sixth grade “ambassadors” who shadow current sixth grade students for a day and report back to their classmates.

High School Information Events

Rising ninth grade students are visited by Wakefield staff to share information about their school and program. Students also visit Wakefield (though during COVID-19 this event was eliminated). Wakefield staff host DLI Parent Information Nights in both Spanish and in English. An example of an additional recruitment strategy could be rising ninth grade “ambassadors” who shadow current ninth grade students for a day and report back to their classmates.

APS Welcome Center

Besides being in charge of the lottery for enrollment in the DLI program, the APS Welcome Center provides information to families about the registration process in APS and the lottery. The Welcome Center refers families to the schools for information about programs and how services are provided at each specific site. There are registrars and other staff available at the Welcome Center who give information to families and go over the WIDA assessment results. It is recommended that informational materials be created to ensure English Learner families and other historically under-represented groups are given information regarding neighborhood schools and option schools. The informational materials should include links to learn more about each option school and program, including the benefits of DLI.

Transition of Supervision of the Dual Language Immersion (DLI) Program from the Office of World Languages to the Office of English Learner Services

In the course of the revisioning process for the DLI program, data was shared that illustrated the value of DLI programs for English learners in closing the opportunity gaps between ELs and their monolingual peers. In light of this increased awareness of the benefits to ELs and the upcoming development of the EL five-year plan, an opportunity emerged to transition the supervision of the DLI program from the World Languages Office to the Office of English Learner Services where it can be appropriately staffed and supported in alignment with other EL initiatives, including the development of the English Learner Strategic 5-Year Plan.

The process to transition the DLI program to the Office of English Learners began in the spring and will be completed in time for the 2022-2023 school year. Following are key planning items that will be addressed this spring:

- Advertise the DLI Coordinator position that is included in Dr. Duran's proposed FY 23 budget and facilitate the interview process for this position. DLI staff will serve on the interview panel for this position.
- Work with DLI program principals and Directors of Counseling to build DLI program master schedules for the 2022-23 school year.
- Select K-1 Spanish Language Arts materials so that DLI program language arts teachers can begin professional learning during the 2022-23 school year in preparation for using these materials in the 2023-24 school year.
- Identify DLI program representatives to participate in a site visit of an 80:20 DLI program.

Throughout the transition, the Office of World Languages and the Office of English Learners will work together to ensure the continued success of the DLI program.

The Office of English Learners will be in attendance at the APS sponsored Kindergarten Night, attendance at the APS sponsored Kindergarten Night, will consult with the middle school on the presentation for families, and present at the middle school Informational night. The World Languages Office and the Office of English Learners will collaborate to offer schools technical assistance in the selection of their curriculum in languages other than English, in the professional training of staff, and will support the Dual Language schools to answer parent questions about the DLI pathway and program components. It is recommended that both offices work collaboratively with the School and Community Relations office to update information on DLI and its benefits.

Part II. Parent Engagement at the DLI School Sites

Sharing News and Information

It is the desire of APS that information about the Dual Language Immersion program be distributed widely. DLI Program participants and their families must receive on-going information about the program design, their children's progress in both languages, research on the programmatic components, and ideas and perspectives from program leaders at the school site and division level.

Throughout APS, but particularly at each DLI school site school, there are a number of events to keep families informed of classroom activities and students' progress, including Back-to-School Night, parent-teacher conferences, recruitment meetings for prospective parents,

and site tours. Recruitment meetings for prospective parents and orientation meetings (conducted by administrators and parent leaders several times a year) offer families information and advice about the DLI program challenges and opportunities.

Regular communications include school newsletters written in both languages postings on APS website pages, site website pages, and email announcements. Key channels of communications include:

- The APS *Two-Way Dual Language Immersion Program* Informational Brochure
- Electronic messages and notices from APS
- School newsletters
- Facebook/Instagram/Twitter pages
- Variety of information forums, including Back-to-School Night, Open houses, parent info nights, and site tours
- Parent education presentations designed to respond to programmatic issues for the DLI parents
- Social gatherings of DLI parents to include cultural events
- APS Engage webpage

Inviting Input and Ideas

In DLI Schools, the principals create systems and processes for parents and community members to become involved in the development and implementation of the DLI program initiatives, in collaboration with other parents, teachers and staff. Students and families are invited and encouraged to share their questions, concerns and successes about the DLI program by contacting the principal or central office administrators.

Principals may also use annual surveys to collect input from students, parents and staff on the progress of the program. This data may be used for decision-making as the school continues to develop the DLI program at the site.

Showcasing Accomplishments

In DLI classrooms, teachers frequently organize events celebrating Spanish language and culture. The World Languages Office hosts a celebration of World Languages and Culture every March. Events demonstrate the ways students are acquiring the language and developing cultural understanding. When parents attend these events, they better understand and appreciate the benefits of the program and become stronger supporters and advocates.

APS will continue to showcase and document (in writing or videos) the successes of their students in the program.

Informing the School Community

The DLI program will strive to keep the general Arlington Public Schools community informed of the progress and potential of the program. Parents, staff site leaders, students and alumni will share information with families of prospective students, share instructional ideas with staff at other elementary and secondary school sites, and inform the general APS population about this exciting and unique program in their community. A growing awareness and understanding of the DLI program attracts new students, generates both tangible support and goodwill, and lays the groundwork for development of other language immersion programs in the Arlington community.

School-wide activities may include:

- A DLI Program Handbook posted on the website with pertinent information about the

school's program and program elements for families

- Kindergarten Information Nights
- Parent Organizations (PTA, Padres Latinos Booster Club) and parent special events
- Multicultural fairs & celebrations, APS World Languages and Culture Celebration
- A parent speakers' series on second language learning, program components, ways to support the development of the student's language growth at home, etc.
- Written brochures about the program
- Newspaper and other media articles about the DLI program and the success of the students.
- Office of English Learners and all school website pages that call out to the general community and describe the program's achievement information, special events, research articles, etc.



CHAPTER 11

Professional Learning Plan

Throughout Arlington Public Schools, DLI educators engage in regional and local trainings and professional development to build both their teaching methodology and their repertoire of skills needed to teach in a second language setting. Below is a proposed training list from the Association of Two-Way & Dual Language Education (ATDLE) that organizes the training in tiers for novice and experienced classroom teachers, lead teachers and administrators.

It is the expectation of APS that DLI program staff members participate in focused professional learning, meet continuously as a program team, and form collaborative learning teams/Professional Learning Communities

(PLCs) in an effort to build capacity in both the methodology and pedagogical understanding of the students at their respective grade levels. DLI teachers need funding and time to attend professional conferences annually that include FLAVA, National Two-Way Bilingual Immersion Conference, ACTFL, or La Cosecha Annual Conference, to name a few and become fully engaged in the professional network of Two-Way and Dual Language educators.

The following training structure is designed to keep teachers focused on the specific instructional components that make up an effective DLI teacher’s teaching toolbox of strategies & methodologies:

Table 18: Proposed Professional Development Plan for DLI Teachers/Administrators

Tier One	Tier 2	Tier 3
<ul style="list-style-type: none"> • Two-Way Bilingual Immersion Theory and Framework—an Overview • FLOSEM Calibration—overview and training • Curriculum Trainings—New Adoption/curricula • Using grade level standards for instruction in both languages • Literacy Development in two languages- Reading and Writing • Teaching Academic English Language Development (AELD) in the DLI classroom • Data Management Systems—following academic progress in both languages • Conversational Management Strategies—oral language development 	<ul style="list-style-type: none"> • Literacy Strategies: Guided Reading, Shared Reading and Writing, Literacy Work Stations, Phonemic Awareness • Development of Oral Language Proficiencies in both languages • Using data to inform instruction • Curriculum Mapping and Unit Planning 	<ul style="list-style-type: none"> • SIOP • Standards-based Unit Planning • Advanced reading and writing strategies in both languages • Thinking Maps • Project-Based Learning (PBL) • Cooperative Learning

CHAPTER 12

Recommendations for the Continued Implementation of DLI Programs in APS

The Dual Language Immersion Framework Task Force made up of community members, central and school administrators from the Dual Language Immersion schools, met over the course of seven months to review all elements of APS' current Dual Language program K-12. In its work, the task force analyzed student outcomes, participation rates of DLI students through the grade levels, and reviewed research-based best practices in TWBI/DLI programs. Presentations were made by division level teams to include Human Resources, Marketing, Facilities and World Language programs. In so doing, the task force is making the following recommendations in an effort to (1) ensure a successful transition from **partial to a full immersion** program with the appropriate resources necessary to do so, (2) increase retention of students/families throughout the DLI program pathway at the secondary level, and (3) make a dual language immersion programming option available to more students in APS.

Recommendation 1:

That APS realign the existing Dual Language Immersion elementary program from a 50/50 partial immersion program into an 80/20 early full immersion program starting in 2023 with grades K-1.

Recommendation 2:

That APS allocate funding to develop a position for a district level DLI Coordinator to provide support to all four schools and support and coordinate the program elements.

Recommendation 3:

That APS fund the Spanish Language core materials for all Dual Language classrooms.

Recommendation 4:

That APS allocate funding to hire one Spanish reading specialist for each elementary school that is assigned to the school to support the continued training and development of their respective DLI programs.

Recommendation 5:

That APS expand access to the DLI program through marketing, recruiting and strengthening the Pre-K-12 pathway.

Recommendation 6:

That APS secure or earmark funding for a well-articulated professional learning plan for all teachers working in Dual Language Immersion schools.

Recommendation 7:

That APS secure funding for a well-designed assessment infrastructure that is aligned with program goals, instructional objectives, and language and literacy standards for both languages of instruction.

Recommendation 8:

To fund, plan, designate staff, and increase course offerings at Wakefield High School to allow it to attract and sustain DLI students at the school.

Recommendation 9:

That APS' Human Resources department collaborate with the Office of English Learners and Dual Language Immersion schools to recruit, hire and retain bilingual/biliterate staff to teach content in the target language (Spanish) including researching visa requirements for teachers from Spanish-speaking countries.



Glossary of Terms

Achievement vs. Proficiency Assessments:

Achievement tests measure knowledge that has been arduously learned or memorized, and are dependent on specific curriculum or course materials (i.e., math, history, science). Typically, test results are directly related to the amount of work invested in studying or memorizing specific content knowledge. Proficiency assessments do not measure a particular class content nor learned or memorized information. Rather, they measure a student's ability to communicate in a language. They assess the student's performance, that is, his/her communicative language skills as applied in unrehearsed situations, regardless of the person's background in, or mode of learning, that language.

ACTFL Performance Guidelines for K-12

Learners: Performance standards that describe how well students demonstrate competencies addressing the national world language standards. They are organized according to the three modes of communication (Interpersonal, Interpretive, and Presentational) as described in the ACTFL Standards for Foreign Language Learning, for three learner performance ranges: Novice, Intermediate, and Pre-Advanced. A student's ability to communicate in the language is described in terms of Comprehensibility, Comprehension, Language Control, Vocabulary Use, Communication Strategies, and Cultural Awareness.

Additive Bilingualism: Additive bilingualism refers to the educational approach in which the first language continues to be developed and the first culture to be valued while the second language is added. This can be contrasted to subtractive bilingualism, in which the second

language is added at the expense of the first language and culture, which diminishes as a consequence. (Cummins, 1994)

Alignment: Curriculum alignment refers to alignment between curriculum and one or more of the following elements: standards, standardized tests and/or state tests, curriculum-embedded tests, student assignments, lesson plans, textbooks and instruction. **Relevance:** Research shows that implementing and monitoring an aligned curriculum results in considerable improvement in student achievement. Additionally, it increases communication and collaboration among teachers, among other benefits. "A strong curriculum, implemented in a consistent and intensive way, appears most effective for student outcomes when high levels of alignment in curriculum and instruction are combined with the use of assessment data to monitor and evaluate teacher practices." (*Levin, Haertel, Kirst, Williams, & Perry, 2006*)

American Council on the Teaching of Foreign Languages (ACTFL):

The only national organization dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction. ACTFL is an individual membership organization of more than 13,000 foreign language educators and administrators from elementary through graduate education, as well as government and industry. From the development of Proficiency Guidelines, to its leadership role in the creation of national standards, ACTFL focuses on issues that are critical to the growth of both the profession and the individual teacher.

Association of Two-Way & Dual Language

Education (ATDLE): A non-profit educational organization that works with districts, schools and teachers in California and throughout the United States offering technical assistance and professional development in Two Way Immersion and Dual Language Education.

Assessment teams for the DLI Program are formed as needed throughout the year to make decisions regarding student placement and promotion. Ideally, the team includes the administrator and at least two teachers (the current and/or receiving teacher, and appropriate specialists). The Team reviews information in the student's file, participation history in bilingual education, and available proficiency data. Placement recommendations may be contingent upon students taking the appropriate English and/or Spanish standards-aligned proficiency assessments.

Bilingual education: An umbrella term for dual language and transitional bilingual programs, and used synonymously with transitional bilingual programs.

Content-Based Language Instruction (also known as Content Based Instruction, Content- Based Second Language Instruction or Content-Centered Language Learning): A goal of content-based instruction programs is the development of significant levels of language proficiency through experiential learning in subject-matter areas. Lessons reflect both content (subject-matter) and language objectives and are aligned to the standards. According to Swain and Lapkin (1989) there needs to be a carefully planned integration of language and content. Content-based instruction and assessment are aligned to standards and, therefore, also referred to as criterion-referenced. Relevance: A content-based assessment system focuses on content

most recently taught, providing insight on the specific needs of particular students and what has been successfully taught. It is, thus, far superior to isolated diagnostic tools which focus solely on individuals and which might be normed rather than criterion-referenced, and therefore disconnected from a comprehensive, standards-aligned curriculum.

Curriculum Maps: A curriculum map is a document for each grade level that outlines the curriculum, concepts, topics, and skills to be addressed over a defined period of time. Pacing guides can be developed after curriculum maps have been written as a way to ensure programmatic alignment. They range from simple lists of topics organized by week to comprehensive schedules which include instructional strategies, assessments, materials and alignment to a set of standards. DLI teachers must collaborate by grade level team and program to ensure that each year's curriculum is rigorous, standards-based and designed to build on the previous year's work.

Developmental bilingual program: A dual language program in which students are primarily native speakers of the partner language

Dual language program: A program in which the language goals are full bilingualism and biliteracy in English and a partner language. Students study language arts and other academic content (math, science, social studies, arts) in both languages over the course of the program; the partner language is used for at least 50 percent of instruction at all grades; and the program lasts at least five years (preferably K-12). Dual language may also be used as an umbrella term for two-way immersion, foreign (world) language immersion, heritage language immersion, and developmental bilingual programs, and is frequently used to refer to

two-way immersion.

Dual language immersion (DLI): An umbrella term that describes programs that provide literacy and content area instruction in and through English and a second partner language. See dual language and immersion.

English Learner (EL): A student who cannot communicate fluently or learn effectively in English, usually coming from non-English speaking homes or background. These students may be known as English Language Learners (ELL) or Limited English Proficiency (LEP) and may receive ESL services.

FLAVA: Foreign Language Association of Virginia

Full immersion: A term denoting 80-100 percent partner language instruction

Heritage language program: A program that aims to develop proficiency in a language that is spoken by the students' relatives, ancestors, or community members in which the student may have some level of proficiency. Programs may be school-based or community-based and range from an hour a week to full immersion.

Interventions: Working with the classroom teacher to determine the academic and language supports for students who are not progressing in either the target language or English. Students are recommended to a Student Study Team (SST) for review and analysis. It is important to consider a "catch up and keep up" effort so that students do not fall further and further behind. The team reviews the student's instructional program and determines supports in either the language of instruction or in the child's first language.

Language Learning Continuum: Performance-based model which identifies the performance characteristics of each stage of language

learning. (*Jackson 1999, Zaslow 2005*)

Language Separation Policy: Immersion programs follow the practice of delivering instruction in only one language during any given period of instruction, rather than mixing English and the target language. This practice of teaching and learning in a natural language environment promotes communication skills and language development, along with the mastery of content knowledge. Consistent adherence to a language separation policy in time, place, teacher, and content has shown to increase the students' language production in the second language over time. On the other hand, systematic translation of information is ineffective as it undermines students' second language abilities.

Maintenance bilingual: A less common term for developmental bilingual.

Models:

- **One-way model:** A model of dual language education in which less than one third of the students in a classroom are native English speakers and/or native/heritage speakers of the partner language. Students learn academic subjects (math, science, social studies) for at least 50 percent of the school day. This program may not necessarily offer language arts instruction in the partner language.
- **Two-way model:** A model of dual language education in which at least one third of the students in a classroom are native English speakers and/or native/heritage speakers of the partner language.
- **50/50 model:** A dual language immersion program model in which English and the partner language are each used for 50 percent of instruction at all grade levels.
- **80/20 model:** A dual language immersion

program model in which students are instructed 80 percent of the time in the partner language and 20 percent in English in the first year or two, with the amount of English instruction gradually increasing each year until English and the partner language are each used for 50 percent of instruction.

Partial immersion: A term previously used to denote 50/50 models.

Partner language: An alternative term for “target” language or a language other than English that is used for instruction. This is the preferred term in dual language education, in which both English and the world language are “targets” for developing proficiency

Professional Learning Communities: In Professional Learning Communities, teams of educators commit to ongoing processes of program articulation, collective inquiry, study and research to achieve ongoing improvement of student results. This effort will be supported as an extension of the division’s commitment to collaboration and teamwork.

Proficiency: The ability to communicate successfully in a language, using all four language skills: listening, speaking, reading, and writing. The American Council for the Teaching of Foreign Languages (ACTFL), based on the five levels originally defined by the US Foreign Service Institute (FSI), provides a detailed description of the communicative modes, communication functions, range of vocabulary, degree of accuracy and flexibility that learners of a language are able to control at different levels.

Proficiency Pathway: Progression through the DLI Program, along the language learning continuum towards higher levels of proficiency. The “Language Learning Continuum” is a performance-based model which identifies the

performance characteristics of each stage of language learning. (*Jackson 1999, Zaslów 2005*)

Relevance: Every year in DLI serves as an important building block requiring careful planning and articulation through the grade levels. Pacing has also been shown to be very important in learning. The right pacing is necessary for students to receive sufficient opportunities to practice and master a given standard. A pacing schedule for instruction promotes teacher collaboration and creates a uniform expectation for teachers across classrooms and school sites to skillfully deliver specific lessons at a rate that will maximize the potential for learning.

Standards-based Measurement of Proficiency (STAMP): Web-based assessment developed by the Center for Applied Second Language Studies (CASLS) at the University of Oregon. It measures speaking, reading and writing skills and is available in Spanish, French, German, Japanese, Italian and Chinese. Proficiency benchmarks relate to the ACTFL Performance Guidelines at the novice and intermediate levels.

Target language: The language other than English that is used for instruction. See partner language.

Virginia Seal of Biliteracy: The Seal of Biliteracy is an award made by a state department of education or local division to recognize a student who has attained proficiency in English and one or more other world languages by high school graduation. The Seal serves to certify attainment of biliteracy for students, employers and institutions of higher education. It is a statement of accomplishment that helps to signal evidence of a student’s readiness for career and college, and for engagement as a global citizen.

Appendices

The appendices reflect the work that will be on-going for APS' DLI program as updates and modifications take place. The following documents reflect areas of the program that will need careful consideration and will be created or re-created by the schools and division leaders.

- A. Guiding Principles for Dual Language Education
- B. Sample schedule—Model schedules*
- C. Listing of Curriculum or a Curriculum*
- D. Marketing Samples for Parent Information Nights*
- E. Program Brochures*
- F. Assessment Matrix*
- G. FAQ
- H. DLI Program Pathway

*Appendices B, C, D, E, F will be updated and added to the framework in spring 2023.

Appendix A

STRAND 1	PROGRAM STRUCTURE
Principle 1	All aspects of the program work together to achieve the three core goals of dual language education: grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence.
Principle 2	The program ensures equity for all groups.
Principle 3	The program has strong, effective, and knowledgeable leadership.
Principle 4	An effective process is in place for continual program-planning, implementation, and evaluation.
STRAND 2	CURRICULUM
Principle 1	The program has a process for developing and revising a high-quality curriculum.
Principle 2	The curriculum is standards-based and promotes attainment of the three core goals of dual language education.
Principle 3	The curriculum effectively integrates technology to deepen and enhance learning.
STRAND 3	INSTRUCTION
Principle 1	Instructional methods are derived from research-based principles of dual language education and ensure fidelity to the model.
Principle 2	Instructional strategies support the attainment of the three core goals of dual language education.
Principle 3	Instruction is student-centered.
Principle 4	Instructional staff effectively integrate technology to deepen and enhance the learning process.
STRAND 4	ASSESSMENT & ACCOUNTABILITY
Principle 1	The program creates and maintains an infrastructure that supports an assessment and accountability process.
Principle 2	Student assessment is aligned with program goals and with state content and language standards, and the results are used to guide and inform instruction.
Principle 3	Using multiple measures in both languages of instruction, the program collects and analyzes a variety of data that are used for program accountability, program evaluation, and program improvement.
Principle 4	Student progress toward program goals and state achievement objectives is systematically measured and reported.
Principle 5	The program communicates with appropriate stakeholders about program outcomes.
STRAND 5	STAFF QUALITY & PROFESSIONAL DEVELOPMENT
Principle 1	The program recruits and retains high-quality dual language staff.
Principle 2	The program provides high-quality professional development that is tailored to the needs of dual language educators and support staff.
Principle 3	The program collaborates with other groups and institutions to ensure staff quality.
STRAND 6	FAMILY & COMMUNITY
Principle 1	The program has a responsive infrastructure for positive, active, and ongoing relations with students' families and the community.
Principle 2	The program promotes family and community engagement and advocacy through outreach activities and support services that are aligned with the three core goals of dual language education.
Principle 3	The program views and involves families and community members as strategic partners.
STRAND 7	SUPPORT & RESOURCES
Principle 1	The program is supported by all key stakeholders.
Principle 2	The program is equitably and adequately funded to meet program goals.
Principle 3	The program advocates for support.

Appendix B

SAMPLE DUAL LANGUAGE IMMERSION PROGRAM CLASS SCHEDULE

SAMPLE SCHEDULE For 80/20 TWBI/DLI Programs

TK/ K	8:40-9:10	9:10-10:30	10:30-10:50	10:50-11:55	11:55-12:40	12:40-1:40	1:40-2:00	2:00-2:30	2:30-2:35
80/20	Comienzo del día	Matemáticas	Recreo	Lenguaje en español	Almuerzo (Lunch)	Academic English Time	P.E.	Temas: Ciencias Sociales/Naturales /Arte	Despedida

Primero	8:40-9:00	9:10-10:20	10:20-10:30	10:30-11:55	12:00-12:45	12:45-1:45	1:45-2:05	2:05-2:30	2:30-2:35
80/20	Comienzo del día	Matemáticas	Recreo	Lenguaje en español	Almuerzo (Lunch)	Academic English Time	P.E.	Temas: Ciencias Sociales/Naturales/Arte	Despedida

Segundo	8:40-9:00	9:00-10:20	10:20-10:30	10:30-11:00	11:00-11:30	11:30-11:50	11:50-12:30	12:30-1:15	1:15-1:30	1:30-2:30
80/20	Comienzo del día	Lenguaje en español	Recreo	Escritura y Gramática	Ciencias Naturales	P.E.	Lunch	Matemáticas	Recreo	Academic English/SS

Tercero	8:40-9:00	9:00-10:20	10:20-10:30	10:30-11:30	11:30-12:50	12:50-1:40	1:40-1:55	1:55-2:35	2:35-2:45
70/30	Comienzo del día	Lenguaje en español/Temas de Ciencias	Recreo	Matemáticas	Almuerzo (Lunch)	English Language Arts/AELD	Recreo	PE/Writing/Social Studies	Closing

Cuarto	8:40-9:00	9:00-10:20	10:20-10:30	10:30-11:30	11:30-12:15	12:15-1:15	1:15-2:45	2:45-2:50
50/50	Comienzo del día	Lenguaje en español	Recreo	Matemáticas	Almuerzo (Lunch)	Thematic Science/Social Studies	English Language Arts	Closing

Quinto/ Sexto	8:40-9:00	9:00-10:20	10:20-10:30	10:30-11:40	11:40-12:25	12:25-1:40	1:40-2:40	2:40-2:50
50/50	Comienzo del día	Matemáticas	Recreo	Lenguaje en español/Ciencias	Almuerzo (Lunch)	Social Studies (English)	English Language Arts	Closing

K,1,2 classes exchange teachers during AELD time 5 x's a week • M, W & F - 4/5 PE Release Time • 5th Grade afternoon classes exchange daily • Separate schedule for Specials: library, art & music etc. (teachers accompany students)

Families and staff frequently ask questions on dual language immersion instructional approaches and issues related to implementation and cost. This FAQ hopes to clarify any questions constituents may have.


What is an 80:20 model?

The first number refers to the amount of instructional time initially spent for instruction in the target or non-English language in kindergarten through second grades. The second number refers to the percentage of time students are engaged in English instruction. In a 80:20 model the amount of time in the target language decreases yearly as English increases until there is a 50:50 balance of the languages in grades four and five. In middle school, students have an opportunity to continue to take a Spanish Language Arts course and continue their literacy development in Spanish while taking additional courses in Spanish. In high school, students enter high school having studied 9 years or more in another language and are able to advance into AP Spanish classes much earlier than students who are not enrolled in the program.

Why is it okay to immerse English speakers in a language, but not Spanish speakers?

The English speakers in DLI programs are not at risk of losing the English language. English is spoken at home, in the community, and in the media. Dual Language Immersion programs do not replace English with another language, but provide the students the opportunity to acquire a second language working alongside native speakers of the new language. When Spanish speakers are immersed solely in English instruction, the outcomes are most likely “language replacement” and therefore, Native Speakers experience significant language loss. Dual Language Immersion programs are referred to as “additive bilingual programs”, in that all students, both English speakers and Native speaking students, work to develop literacy and oral language proficiency while maintaining and developing literacy in the first language of the students.

Which model is more effective - 50:50 or 80:20?

Regardless of the model implemented, both models have been found to effectively achieve the goals of bilingualism and biliteracy; while both program designs show good results in English, an 80:20 model has been shown to create higher levels of literacy in the target or new language students are studying as well as English.. For specific research studies, consult the [Center for Applied Linguistics](#)  FAQs.

What is the best ratio of native English speakers to native Spanish speakers?

The ideal ratio of Spanish speakers to English speakers is 50:50, but to stay within the program design, the recommendation of many practitioners is that the ratio should never go below 33 percent for either language group.

What are the criteria for students to be in a dual immersion program?

There are no specific criteria for students except parental choice.

Can students enter the Two-Way Dual Immersion program after first grade?

A Dual Language Immersion program is an “early immersion” program allowing students years of study to develop their bilingualism and biliteracy. Usually dual language immersion programs do not accept English-only speakers after first grade because they are unable to “catch up” to students who have been in the program for two years or more. Native speakers, on the other hand, who are able to demonstrate literacy in the target language are able to enroll at any level of the program.

Must you have parallel materials in both languages in the content areas and is it more expensive to purchase materials for this program than a mainstream programs?

No, materials are acquired according to the language of instruction of the content area. The difference is in the language of delivery, not the content. Therefore, students qualify for core materials that would be designated for them in the district. The difference is that once the core materials are identified for the DLI students, they are purchased in the language of instruction and not just English.

Dual Language Immersion Program FAQ - APS

Does it cost more to implement a dual immersion program?

Not necessarily. However, our program has found that some extra funding is necessary to provide staff development and purchase materials in the target language, especially for library and research materials.

How is a dual immersion program integrated with other programs at a school site?

The DI program should not be viewed as a separate program. The schools that have successful DLI programs maintain a common vision of equity for all students that values the students' language and culture. The same standards-based curriculum is taught in the dual immersion program that is taught in other school programs. Staff development is provided for all staff so that the philosophy and program goals are shared. Sufficient time is also allocated to the specific needs of the two-way program staff.

How do we know that the dual immersion program is effective?

Ongoing monitoring of the program is very important. Time is allocated for teachers to meet in grade-level groups and across grades to discuss program design issues and to interpret student data. These sessions are facilitated by an administrator, teacher specialist, or designated lead teacher who is knowledgeable in two-way bilingual immersion program design and instruction.

Do you need two teachers per classroom to implement a two-way bilingual immersion program?

A DLI model is a two-teacher model. It is recommended that teachers team teach for the language blocks of instruction, especially in the primary (kindergarten through second) grades so that students identify with a target language speaking teacher and an English-speaking teacher and thus, develop the motivation or "need" to use the new language for communication with their teachers and peers.

Do English Learners (ELs) get enough English instruction in an 80:20 model?

English time must be carefully defined and implemented for English Learners. High quality curriculum and instruction are essential. Research shows that when programs are fully implemented according to the program design, English learners in 80:20 models score as well as or better than their peers in other programs in English tests. (Lindholm-Leary, (2001) *Dual Language Education*, Multilingual Matters LTD)

During the English part of the day, the English teacher provides both designated English Language Development (ELD) instruction and English Language Arts (E/LA) instruction. The designated ELD instructional time is designed from the standards in the content areas, such as science and social studies. E/LA instruction focuses on explicit teaching of skills that don't transfer directly from Spanish to English.

How can students who speak only English learn when they are instructed for up to 80 percent of the day in a language they don't understand?

Understanding or reviewing the research on which these programs are based best answers this question. Dual immersion programs are based on years of research from the foreign language immersion models in Canada designed for English speakers learning French. This model, in which English-speaking students have been instructed in French for up to 100 percent of their day, shows students perform as well as or better on tests of English than their English-speaking peers who have been instructed only in English. Over thirty years of studies on two-way immersion programs in the US and other countries show similar results.

In APS, teachers carefully plan thematic lessons using enriching materials that are meaningful and academically challenging. They incorporate a variety of materials, use visual aids and a wide range of presentation strategies, and allow students to act as mediators and facilitators. Students are successful because they are engaged in cooperative learning with native speakers of the target language, direct instruction with their teachers, and afforded countless opportunities to use language!

Appendix H

Arlington Public Schools Dual Language Immersion Program Pathway



Elementary DLI Programs

Kinder 80-20
First Grade 80-20
Second Grade 80-20
Third Grade 70-30
Fourth Grade 50-50.
Fifth Grade 50-50



Middle School DLI Program

6th Grade - 3 courses in Spanish
7th Grade - 3 courses in Spanish
8th Grade- 3 courses in Spanish

8th grade End of Course
H.S. Placement Test



High School DLI Program

Advanced Placement Spanish Courses
H.S. Content Courses in Spanish
Dual Enrollment Coursework
Spanish for Special Purposes Courses
Third Language Option
Senior Project in Spanish

Dual Language students qualify for the Virginia State Seal of Biliteracy & Diplomas de Excelencia Académica from the Embassy of Spain