

Dual Language Program Structure & Benefits	
How does the program transition to 50/50? Is that the goal?	Districts have the flexibility to design the dual language program with more time in the partner language and gradually increase time in English until a 50/50 model is reached. For example, districts can choose to reach a 50/50 model starting in 2nd grade.
Which model has been the most successful and sustainable based on data?	All models are successful when implemented well. Research supports models with more Spanish in the lower grades to establish a strong foundation to support the goals of bilingualism, biliteracy and cultural competence. No research has yet determined the best ratio of English to the partner language for instruction. Thus, this decision should be made with respect to student outcomes, family and community needs, and in connection with the resources (teacher language proficiency and materials) available for providing instruction through the partner language.
In a 50/50 model, could you have two teachers from the start? One focused on English, one for Spanish?	Yes, according to state policy, a bilingual and an ESL teacher can be paired in a dual language program. A 50/50 model facilitates this team teaching model. The teacher delivering instruction in Spanish is required to be certified in bilingual education, and the teacher delivering instruction in English is required to have an ESL certification.
What are the benefits of 80/20 throughout grade levels? What data is available? How would you collect the data of 80/20?	The benefits of an 80/20 dual language model are that students receive a generous amount of instructional time in their native language (Spanish) to set a strong literacy foundation in their native language, which will support the acquisition of English while skills and content transfers.
Success rate in different demographic areas? i.e. one similar to ours	First, findings demonstrate that students in segregated/low income schools can develop grade-level language proficiency and academic achievement as measured in both languages, and they can achieve at similar or higher levels than their peers in English mainstream. Second, programs with a higher amount of instruction through the partner language can lead to stronger proficiency in the partner language with no sacrifice to English proficiency. Thus, bilingualism and biliteracy may be enhanced to a greater degree when children receive higher levels of instruction in the partner language.
Which programs are performing better?	Research in DL (particularly bilingual education) and in immersion education for native English speakers shows that greater amounts of instruction through English are not necessarily associated with higher levels of proficiency in English or higher reading or math achievement in English. Therefore, DL programs that spend more time in the partner language (Spanish) have shown higher proficiency in literacy and math.
Benefits of 90/10 vs 80/20	The benefits of a 90/10 dual language model vs a 80/20 dual language model are that students receive the most amount of instructional time in their native language (Spanish) to set a strong literacy foundation in their native language, which will support the acquisition of English while skills and content transfers.
Dual Language & Assessment	
Does the data show an increase in proficiency levels on TELPAS?	Yes, programs with more Spanish show an increase in English proficiency in the long term.
How do you determine language of assessment for district and state assessments?	The Language Proficiency Assessment Committee (LPAC) will provide the final decision on the language of assessment. The student's teacher and a review of multiple data points will support the decision. The end goal is for the students to take district and state assessments in the language they can best demonstrate what they know.
How will this impact district and state assessments?	Students will generally be ready to take the state assessment in Spanish in third grade and will gradually start taking state exams in English based on multiple data points including teacher recommendations and student choice.
How would this work with co-teaching for SPED? (for a co-teacher who only speaks English)	The co-teacher must be at least ESL certified to teach the English content. It is highly recommended for emergent bilingual students to be served by a bilingual teacher who is also certified in SPED.

Dual Language Curriculum & Resources	
If it's 50/50, would we have high-quality resources to use in the classroom?	Resources in Spanish and English are always needed. There is an initial cost to ensure resources in Spanish are equitable for dual language students not only in the classroom but in the library and in other instructional settings. Examples include foundational skills resources in both languages; classroom libraries with at least 50% of books in Spanish; videos, math and reading adaptive curriculum; assessments, etc.
Will there be computer programs to address both languages?	There are many programs in the market that address both languages that the district can select from.
How much planning is involved to incorporate the additional Spanish? (5th grade)	The amount of planning within and across grade levels varies by school site, but in general, a higher level of planning is associated with more successful programs (National Academies, 2017; U.S. Department of Education, 2012; Williams et al., 2007). Strong planning processes should be in place that focus on meeting the goals of the program (i.e., promoting bilingualism, biliteracy, and sociocultural competence) and on improving all students' achievement.
Dual Language Professional Development & Staffing	
How will we train staff to effectively teach in English & Spanish?	At the beginning, the district may partner with experts in the field of dual language that can provide training. Eventually teachers and district staff will become trainers.
What extra training would teachers need?	Dual Language Research and Pedagogy. Biliteracy, Cross linguistic connections strategies, culturally relevant pedagogy, assessments, and content-based language instruction.
Will we hire additional Bilingual SPED teachers?	Yes!! Bilingual SPED teachers are difficult to find and are very much needed. During the 2020 legislative session, a bill recognizing the need passed that supports the new certification of Bilingual /Sped.
Emergent Bilinguals in Dual Language	
Some kids come in at 5th grade or various ages speaking zero English. The split might need to be adjusted by student.	Dual Language education is the best setting for all students, specially students that do not speak English. It is important to note also, that dual language time and treatment is to be followed with integrity.
How does the support for non-EB students look like if we do the two-way model?	The support will be through their native language. It is important to encourage high levels of language development in the dominant language of the home. Reading and speaking to children in their home language is important to support cognition. Research indicates that strong language skills in the native language transfer to new languages that are introduced. English speaking students also benefit from being immersed in the partner language to gain the fluency and vocabulary to set a sorting foundation, English is not being sacrificed.

