

*Promoting an Asset-Based Education for
Bi/multilingual Learners in Wisconsin*

Module One: Guidelines for Administrators Working with
Bi/multilingual Learners

WIABE:
Wisconsin Association for Bilingual Education



2021

Table of Contents

Module One: Guidelines for Administrators Working with Bi/multilingual Learners	4
Introduction	4
A. Compliance with State Regulations Regarding Bi/multilingual Learners	5
Title VII of the Civil Rights Act of 1964, the Elementary and Secondary Education Act of 1965, and Revisions	5
Title III-Part A	6
Title III-Immigrant Children and Youth Discretionary Grant	7
ESEA, Title I-Part A	7
Bilingual-Bicultural Program	7
Wisconsin's Seal of Biliteracy	8
Analysis	8
Tool for Planning	8
B. Wisconsin Bi/multilingual Learner Assurances	9
School Board Role	12
District Administrator Role	12
Principal Role	13
Teacher Role	13
School Environment Supportive of Bilingual-bicultural Education	14
Questions to Foster Reflection	14
C. Strategic Planning, Program Design, and Program Implementation	15
Strategic Planning	15
Bilingual-bicultural Program Models	15
Program Design	16
Program Implementation	16
Questions to Foster Reflection	16
D. Teacher Recruitment, Support, and Retention	17
The Challenges	17
Approaches	18
E. Standards, Assessment, and Accountability for Bilingual-bicultural Education	19
Standards	19
Assessment	20
Accountability	21
Questions to Foster Reflection	22
F. Professional Development	22
Planning for Professional Development	23
Topics for Professional Development	24
Questions to Foster Reflection	25
G. Parent/Family/Community Engagement	25
Welcoming Parents and Families	26

WIABE Action Coalition: Module One

Communication	26
Advocacy	26
Family Engagement	26
Promising Practices	27
Questions to Foster Reflection	27
Online Resources	28
History of Bilingual Education	28
Legislation and Policy	28
Organizations	28
National Models	28
Teacher Recruitment	29
Data and Assessment	29
English Learners with Disabilities	29
Observation Protocol	29
Family Engagement	29
Further Reading	29

Module One:

Guidelines for Administrators Working with Bi/multilingual Learners

This module offers guidelines for Wisconsin district/building administrators who work with bi/multilingual learners. It focuses on state statutes and federal regulation compliance, as well as effective practices for promoting the recognition and development of the talents of bi/multilingual learners. These guidelines encompass bi/multilingual learners in public, private, or charter school settings.

Purpose: To develop asset-based programming for bi/multilingual learners and nurture high level programming that provides linguistic and academic opportunities for bi/multilingual learners

Key Guidelines

- A. Compliance with State Regulations Regarding Bi/multilingual Learners
- B. Wisconsin Bi/multilingual Learner Assurances
- C. Strategic Planning, Program Design, and Program Implementation
- D. Teacher Recruitment, Support, and Retention
- E. Standards, Assessment, and Accountability for Bilingual-bicultural Education
- F. Professional Development
- G. Parent/Family/Community Engagement

Successful principals in Bilingual-bicultural programs lead with social justice and linguistic/cultural responsiveness in mind. Four essential components undergird these goals: (1) a transformative/responsive vision of equitable schooling with the goals of bilingualism, biliteracy, academic achievement, and race-conscious school improvement planning, (2) linguistic and cultural responsiveness that reflects the experiential knowledge of the community, (3) creation of a *culture of care* that enables students to explore their multilingual/multicultural lives, and (4) an understanding of the “research and theoretical foundation for bilingualism and biliteracy and how they foster academic achievement and social justice” (Wiemelt & Welton, 2015, p. 97).

Introduction

The Wisconsin Association for Bilingual Education (WIABE) is pleased to share *Module 1: Tools and Resources for Administrators Working with Bi/multilingual Learners*, the first of a series. Module 1 is intended primarily for administrators who wish to provide the most effective educational opportunities possible for their bi/multilingual learners, but are searching for more information and guidance. Bilingual teachers, parents, and community members may also find it useful.

This module is predicated on educators holding an asset-based view of bi/multilingual learners who capitalize on the cognitive advantages of varying levels of proficiency in two or more

languages. While alternative labels might be used to represent this group, this module uses “bi/multilingual learners” to reflect that the linguistic backgrounds are an asset that students can leverage for learning. Educators can nurture these resources to prepare students for life in a multilingual world. The benefits of knowing a second or subsequent language are well documented and the demand for graduates fluent in two or more languages in the global society of the 21st century is very high. Bi/multilingual learners who participate in well-designed programs that capitalize on students’ linguistic backgrounds consistently outperform district, state, and national averages on measures of academic growth (Collier & Thomas, 2017).

The tools and resources included in this module are designed to assist administrators in creating and maintaining a linguistically and culturally responsive educational program that develops the talents of a multilingual/multicultural student body, while promoting social justice by providing an equitable and rigorous curriculum for all students. In these programs, language development is viewed holistically as a system of communication rather than a set of grammatical building blocks. Students develop critical thinking skills in each language, and the curriculum emphasizes the strategic use of all the students’ linguistic resources for academic achievement.

A. Compliance with State Regulations Regarding Bi/multilingual Learners

Requirements for language education in Wisconsin are complex. Statutory requirements for language programming offer a general framework and include minimal built-in incentives to encourage forward-looking decisions and practices within districts. However, districts ultimately must determine how best to meet their obligations for effective language education programming.

School districts that advocate for highly effective language programs do so by leveraging the requirements of the law and by embracing practices that extend beyond compliance. Highly effective language programs set high expectations for all students, build welcoming inclusive environments with collective ownership to support bi/multilingual learners and families, and build on and support the languages spoken by the students.

This section highlights these federal and state requirements and incentives:

- Title VI of the Civil Rights Act of 1964, the Elementary and Secondary Education Act of 1965, and revisions, as amended by the Every Student Succeeds Act.
- Bilingual-bicultural program [Wisconsin Statute 115.95](#) requirements and incentives.
- [Wisconsin’s Seal of Biliteracy](#), a credential awarded to graduating high school students who have demonstrated bilingualism, biliteracy, and sociocultural competence in two or more languages.

Title VII of the Civil Rights Act of 1964, the Elementary and Secondary Education Act of 1965, and Revisions

Most language education requirements are grounded in civil rights law. Under Title VII of the Civil Rights Act of 1964, the [Equal Education Opportunity Act of 1974](#), and the Elementary and Secondary Education Act of 1965 and subsequent revisions, all Wisconsin school districts are required to identify and provide language education services to bi/multilingual learners, a protected class of students. Bi/multilingual learners include immigrant and migrant students, and students

with disabilities for whom English is not their first language. The latest version of the 1965 law, the Every Student Succeeds Act, further specifies state and school district responsibilities to support the language needs for students and their families where language is a barrier to a student's equitable access to education.

The rights of bi/multilingual learners to an equal education have been codified through Supreme Court rulings that affirm students' civil rights protections. Chapter 14 of Wisconsin's [English Learner Policy Handbook](#) further details these rulings.

When developing and designing language education programs, districts should pay specific attention to the US Supreme Court ruling [Castañeda v. Pickard](#) and its three guidelines districts should use to evaluate programming for bi/multilingual learners:

1. Is the program theoretically sound or experientially appropriate?
2. Is the program set up in a way that allows this theory to be put into practice?
3. Is the program regularly evaluated and adjusted to ensure that it is meeting the linguistic needs of the students it serves?

The US Department of Justice and the US Department of Education offer guidance on the requirements of Castañeda v. Pickard and other cases through Dear Colleague Letters. The [Dear Colleague Letter: English Learner Students and Limited English Proficient Parents](#) from January 7, 2015, offers specific guidance, while the [English Learner Toolkit](#) for state and local education agencies has more actionable information for districts that complements the Dear Colleague Letter.

The Elementary and Secondary Education Act also spells out the requirements for assessing progress of student academic achievement in English and English language proficiency. This progress is built into a district's Title I accountability. The district should refer to Wisconsin's [English Learner Policy Handbook](#) for specific requirements for identifying, reclassifying, assessing, and providing language education programming for students' classified as bi/multilingual learners.

Under the Elementary and Secondary Education Act, districts may access three types of supplemental federal formula grant funding through the state to enhance language education programs. Title III-Part A, Title III-Immigrant Children and Youth Discretionary Grant funds, and Title I-A funding support instruction, engagement with families, and professional development for teachers.

Title III-Part A

Title III-Part A is tied to students identified as English learners through a formal process described in the [English Learner Policy Handbook](#). At \$110 to \$120 per child annually, these funds are truly supplemental, with the purpose of enhancing instruction, engaging with families, and building staff programming and capacity to better support bi/multilingual learners. The Wisconsin Department of Public Instruction lists eligible uses of Title III funds. A district's/school's requirement to provide English language education programming and services is not tied to the acceptance of funding, which means districts/schools are not exempt from providing services if they are not receiving Title III funding. The requirement to provide support for these learners is a requirement per the

Lau v. Nichols decision. Districts that receive an allocation of less than \$10,000 must work within consortia to access Title III funds and services.

Title III-Immigrant Children and Youth Discretionary Grant

Districts with substantial increases in the number of immigrants new to the US may apply for [Immigrant Children and Youth Discretionary Grants](#), awarded annually through a competitive process. Grants range from \$10,000 to \$40,000.

ESEA, Title I-Part A

The bulk of federal formula grant dollars available for K-12 schools comes through [Title I, Part A](#). Although not designated for bi/multilingual learners, Title I-Part A funds support low-income students who may need extra support to improve academic performance. There is often overlap between students who make districts eligible to receive Title I and Title III funds under the Elementary and Secondary Education Act. Districts have the flexibility to collate these sources of funding to support eligible bi/multilingual learners.

Bilingual-Bicultural Program

[Wisconsin Statute 115.95](#) details the requirements for school districts that have enrolled a concentration of English learners from the same language group. Once a school within a district has enrolled the minimum or threshold number of such students, the district must create a plan for a bilingual-bicultural program and communicate that plan to parents in the school district. The trigger for the number of English language learners from the same language background differs according to grade level:

- 10 students in kindergarten through Grade 3
- 20 students in Grades 4–8
- 20 students in Grades 9–12

Once the district meets state requirements, the district becomes eligible for a reimbursement for a percentage of the bilingual-bicultural program costs. At the time of publication, the reimbursement rate was just under 8% of the overall program cost for eligible expenses. The Wisconsin Department of Public Instruction maintains a list of eligible expenses for [bilingual-bicultural](#) programs. The district must communicate its plan of service to parents by August 15.

A bilingual-bicultural program requirement is for students to be taught by a bilingual licensed teacher, specifically a teacher who holds a [1023 license](#). If a school board is required to establish a bilingual-bicultural education program, but bilingual teachers for the language groups are unavailable, the program may be taught by certified teachers of English as a second language (ESL) through a [1395 license](#) upon receipt of approval of the state superintendent of public instruction. The state superintendent may approve a program only if the school board demonstrates all of the following:

1. Compliance with all other requirements of this subchapter.
2. A good faith, continuing effort to recruit bilingual teachers for the language group.
3. Employment of at least one bilingual teacher's aide in the program.

The above exception does not apply to a bilingual program for Spanish-speaking students. Provisionally licensed teachers in bilingual-bicultural classrooms must complete bilingual teacher requirements through an accredited teacher preparation program within three years.

Districts that do not meet these threshold requirements are still obligated to provide a language education program for bi/multilingual learners. The basis for establishing a bilingual-bicultural program hinges on identifying eligible students, which means establishing a reliable and consistent means of identifying students, including screening and assessments. Wisconsin law describes the obligation for district requirements for language education plans, [language proficiency assessments](#), and parent communication as explained in the *English Learner Policy Handbook*.

Wisconsin's Seal of Biliteracy

The state awards this certificate to graduating high school students within a state-approved program who have demonstrated achievement in bilingualism, biliteracy, and sociocultural competence in two or more languages. (See History of Multilingual Education in Wisconsin for additional information on the Seal of Biliteracy.)

Analysis

None of the requirements or funding sources explicitly directs districts to implement a specific language education program. "Pupils who are not limited-English proficient pupils may participate in a bilingual-bicultural education program, except that a school board shall give preference to limited-English proficient pupils in admitting pupils to such a program" [https://docs.legis.wisconsin.gov/document/statutes/115.97\(1\)](https://docs.legis.wisconsin.gov/document/statutes/115.97(1)). Aside from the requirement to offer a program to English language learners, no additional state or federal requirements dictate who else can or should participate in the language program.

Districts are held accountable for the effectiveness of their language programming within the federal accountability system and for the reduction of the academic achievement gap for students as reported on the state report card (a report issued by the state indicating how schools/districts are doing and where they might improve).

A challenge districts face is that federal laws and many of the [accountability measures](#) within federal and state law address only one side of a student's language learning: student gains in English. With many effective language programs, the improvement in student academic outcomes in both languages may not show up until later grades. Community demographics, resources, and motivation impact the type of language programming that will be developed more fully than state statute. District staff should explore the resources within this document to help identify vision, policies and practices to promote high quality programming for all students, and specifically bi/multilingual learners.

Tool for Planning

The following tool can be used to identify areas in need of attention to comply with state regulations. For each question, answer yes/no and provide evidence and/or concerns. Then prioritize each guideline using 1–5 in the P column, where 1 indicates top urgency and 5 indicates least urgency.

P	Key Guidelines	Yes	No	Evidence/Concerns
	1. Have we met the basic requirements for a language education program?			
	0. Has our district accessed all the available supplemental resources to enhance our support for bi/multilingual learners in the most effective, strategic way?			
	0. Do we have systems in place to evaluate the appropriateness and effectiveness of the programs available for all students including bi/multilingual learners?			
	0. What are our attitudes, perceptions, and beliefs within our school community? What needs to be in place to build a high quality, effective language program beyond the basic compliance requirements?			
	0. Do our students have access to the Wisconsin Seal of Biliteracy? What needs to be in place to offer this credential for our students and how do we make sure our bi/multilingual students have what they need to leverage this offering?			

B. Wisconsin Bi/multilingual Learner Assurances

To achieve bilingualism, biliteracy, and biculturalism for students, districts would adhere to the following guidelines or assurances. All programmatic decisions are made based on research about best practices for bi/multilingual learners. Below are suggested assurances for bilingual-bicultural programs in Wisconsin.

These assurances include that all students will receive literacy instruction in both languages from the point of entry into the program and students will not be separated from their peers for instruction. Districts will define their content and language allocation plan that outlines the proportion of instruction in each language, to ensure academic content is taught primarily in one language at each grade level without translation (Beeman & Urow, 2013).

Following these assurances will allow for the full potential of bilingual-bicultural programming to be realized for students and their families. Districts will need to regularly assess their programs for adherence to the following research-based principles:

Assurances for Bilingual-bicultural Programs	Evidence Source and Evaluation Criteria
The program is implemented with a content and language allocation plan that outlines the proportion of instruction in each language by grade level(s) and content area(s).	The master schedule aligns with the content and language allocation plan. The daily schedule includes opportunities for the development of English, the partner language¹ and translanguaging.
Districts use the one-teacher model in elementary school unless the two-teacher model is needed due to accredited teacher availability or program design.	Teachers have a bilingual license (an ESL license is encouraged) in addition to the elementary teaching degree or secondary content certification. The school/district has a method through which they verify the teachers' fluency in each of the program languages.
“There is a consistent separation of languages for instruction, with high expectations for teachers and students to use the language of instruction and with scaffolds provided to encourage language production. However, in the classroom and throughout the school, opportunities exist for students and teachers to use both languages concurrently for clear academic, linguistic, or social purposes, either through brief teachable moments or through extended activities. Teachers and students regularly engage in self-reflection to identify when and why they are maintaining separation of languages vs. using both languages, and adjust language choices as needed to ensure that program goals and learning objectives are met” (Howard et al., 2018, p.58). There are clear, enforced, and reinforced expectations that students communicate in	The program languages are consistently represented in a particular way (e.g., color, space, etc.). Word walls in the partner language are reflective of authentic practices. (e.g., Spanish word walls would be organized by <i>letras tramosas</i> rather than alphabetically). Books in the classroom library are color coded according to language. Teachers indicate the language of instruction through a visual indicator. Anchor charts, visual and graphic supports, library books, etc. reflect the language allocation at that grade level. (e.g., if language allocation is 50/50, approximately 50% of wall space is dedicated to each language). Anchor charts, visual and graphic supports, library books, etc. reflect the content and language allocation plan at that grade level. (e.g., if Spanish

¹ Partner language: referring to the language other than English used in a bilingual-bicultural program.

the language of instruction in the classroom.	is designated as the primary language of instruction for science, then science materials are in Spanish) Teachers organize and scaffold language use (listening, speaking, reading, and writing) using strategies and supports, including sheltered, comprehensible bi/multilingual learner strategies that help students participate in the language of instruction (e.g., sentence prompts, word banks, visuals, graphics, concept attainment, etc.).
Schools and districts conduct annual partner language testing in Grades 3–9 using a standardized test. Parents are informed on how to access and interpret test results each year.	Teachers perform a summative assessment of students' language and content abilities in each language according to the content and language allocation plan, as well as ongoing formative assessment of the 4 domains of language (listening, speaking, reading, and writing). Teachers provide opportunities for holistic bilingual/multilingual assessments in order to determine students' abilities in and across languages. Parents receive information once per year on the summative assessment results, and ongoing information during the school year for formative assessment results.
Enrollment in two-way dual language education is open to all students of varying backgrounds and all ability levels and with a balanced proportion of students who speak each language. Students with individual education and 504 plans are eligible to participate in bilingual-bicultural education programs, and schools should provide the staffing, knowledge, and resources to meet the needs of students with individual education plans in these programs.	English learners should represent at least half of the student population in a two-way dual language program, as they are the students with the greatest risk and largest opportunity gap. At least 1/3 of the students are native English speakers in a two-way dual language program.
School principals and bilingual-bicultural district administrators make programmatic decisions with fidelity to the model.	All administrators understand the program model and use it when making decisions that will impact the program.

A minimum of six years of bilingual instruction is offered.	The district commits to adding consecutive grade levels each year to at least a kindergarten through Grade 5 model.
High quality language arts instruction emphasizes the importance of formally developing each language through explicit language arts instruction in the domains of listening, speaking, reading, and writing in accordance with the content and language allocation plan.	Standards-based thematic units and lessons integrate curricular subjects as well as link content to students' funds of knowledge. Metalinguistic awareness and teaching for transfer of skills to the partner language are essential components of literacy instruction.

Different educators within the school district have different roles to play in promoting the assurances are followed:

School Board Role

It is the responsibility of the school board to support approved bilingual-bicultural programs, advocate for their continual improvement, and ensure equitable funding. The resulting school board policy should reflect a pro-bi/multilingual learner stance. School board members should:

- Be knowledgeable about bilingual program practices for bilingual-bicultural programs.
- Include and support bilingual families, and provide support and equitable access to proceedings.
- Include stakeholders from language acquisition/culturally responsive perspective in all facets of policy and decision-making.

District Administrator Role

The bilingual-bicultural program will only be as successful as its implementation and monitoring. Administrators at participating schools must be knowledgeable of best practices for bi/multilingual learners. They ensure teachers adhere to the program language and content allocation plan and implement research-based instructional practices specific to bilingual-bicultural education.

Bilingual-bicultural campus administrators should:

- Adopt a pedagogical approach specifically for bilingual-bicultural education.
- Determine a district-wide content and language allocation plan.
- Determine and coordinate the use of program-specific data collection tools from multiple sources for the purpose of measuring the level of implementation.
- Provide guiding documents to support schools as they monitor implementation of bilingual-bicultural programming.
- Support teacher development in bilingual-bicultural research-based instructional practices.
- Update school board and superintendent regarding high quality bilingual-bicultural practices and programming.
- Participate in scheduled program visits conducted by a team composed of the multilingual program staff, a teacher development specialist, and district staff.

- Accompany the bilingual-bicultural program team during the visits and be present during the debriefing. Administrators address all feedback and recommendations in a timely manner.
- Align district curriculum with program model expectations.
- Collaborate with Specialized Services to educate bilingual-bicultural language program staff about special education considerations for language learners.
- Advocate for bilingual-bicultural education.

Principal Role

School principals are responsible for fostering culturally and linguistically responsive social and educational programs within their buildings. Equity-minded leadership with an emphasis on social justice is an essential component of successful bilingual-bicultural programs. Principals and assistant principals are urged to attend required bilingual-bicultural professional development sessions to ensure they have the instructional expertise and are versed in program requirements to effectively monitor the delivery of instruction and student academic progress. Principals should:

- Monitor instruction and assessment of programming to ensure fidelity of implementation of model.
- Support teacher development in bilingual-bicultural research-based instructional practices.
- Understand and support students and families with instructional resources, parent informational meetings, and cultural experience opportunities.
- Ensure proper student scheduling to meet programming requirements.
- Participate in scheduled visits conducted by a bilingual-bicultural team composed of bi/multilingual programs staff, a teacher development specialist, and school district staff.
- Accompany the visiting bilingual-bicultural team during the scheduled visit and be present during the debriefing. Address all feedback and recommendations in a timely manner.
- Align district curriculum with program model expectations.
- Ensure all student needs are met, including, but not limited to, special education services within bilingual-bicultural education programs.
- Advocate for bilingual-bicultural education.

Teacher Role

Bilingual-bicultural teachers are most effective when they challenge, support, and engage students in rigorous, interactive learning in and across program languages. They can enhance the linguistic, academic, and social growth of students by developing equitable curriculum and pedagogy that reflect best practices in bilingual-bicultural classrooms. Bilingual-bicultural teachers should:

- Reflect strategic use of language in their instruction with no simultaneous translation.
- Emphasize strategies that support bi/multilingual learners, such as sheltered instruction, TPR (total physical response), and cross-linguistic connections.
- Measure linguistic and academic development, including reading and writing across the content areas, through regular progress monitoring.
- Implement a variety of instructional techniques that respond to different learning styles and language proficiency levels.
- Integrate higher-order thinking skills across the curriculum.
- Establish a climate that values and supports bilingualism, biliteracy, and multiculturalism.

- Develop language input measures that use strategies to promote comprehension, high levels of language proficiency, and critical thinking.
- Provide a combination of structured tasks and unstructured opportunities for students to formally and informally use language.

School Environment Supportive of Bilingual-bicultural Education

For the bilingual-bicultural program to be effective, schools foster an environment that leads to student success. Schools should adhere to the following techniques:

- Display school signs in both languages throughout the school (marquee, all bulletin board headings, hallways, and student work in both languages when appropriate).
- Deliver morning announcements in both languages.
- Send all communications to homes in both languages (call-outs, newsletters).
- Honor cultural diversity to promote positive cross-cultural attitudes (programs, activities to bring cultures together).
- Provide resources/materials in campus and classroom libraries in both languages.
- Provide orientation about bilingual-bicultural programs for all teachers and school staff to educate them about the program.
- Conduct campus events such as Math Night, Literacy Night, and parent meetings in both languages.
- Provide parent education classes (monthly informational meetings, English language learner classes, Spanish classes).
- Provide directions for homework in both languages (on an as-needed basis).
- Include information about the bilingual-bicultural program on the school website.

Questions to Foster Reflection

Review the section on assurances and reflect on the following questions:

1. Which of the assurances for language learners in the bilingual-bicultural program are firmly in place?
2. Which assurances are not firmly in place? What is the plan to implement these more fully?
3. How will these assurances be made public to administrators, educators, board members, and parents?
4. What evaluation plan will be put in place to continually refine implementation of the assurances?

C. Strategic Planning, Program Design, and Program Implementation

Establishing a bilingual-bicultural program begins with strategic planning and input from a broad range of constituencies. The delivery model of the bilingual-bicultural program and the program design must match the goals, research base, and needs of the students to be enrolled in the program. Implementation of the plan involves the development of a curriculum, selection of qualified teachers, and recruitment of students who will be best served.

Strategic Planning

When selecting a program design, the planning team must consider the student population and feedback from stakeholders throughout the district and community to align with the district and community goals. The essential strategic planning steps are listed below.

1. Form a leadership team, consisting of staff and community and begin the process by gathering the following information:
 - Evaluation of current services provided to bi/multilingual learners.
 - Needs assessment from staff, students, parents, and community members.
 - Review of bi/multilingual/multicultural asset-based education research and implementation guidelines.
 - Review of current available curricular and staffing resources.
0. Hold open community input sessions.
0. Develop vision and mission statements for the program with input from all stakeholders.

Bilingual-bicultural Program Models

All bilingual-bicultural program models outlined in the Wisconsin Department of Public Instruction's [Program Model Crosswalk](#) use the students' home language, in addition to English, for instruction. These programs are most easily implemented in districts with a large number of students from the same language background. Students in bilingual-bicultural programs are grouped according to their first language with teachers who are proficient in English and the partner language. Wisconsin is home to many programs that offer bilingual-bicultural education:

- Dual Language Immersion/Two-way Bilingual/Two-way Immersion
- ESL Bilingual/Content-Based Bilingual
- Bilingual Developmental/Late Transitional Program
- Bilingual Transitional/Bilingual Education
- Bilingual/Heritage or Indigenous Language Program
- ESL/Bilingual Newcomer ESL
- ESL/Bilingual Newcomer Bilingual
- ESL/Bilingual Integrated English Language Learner Special Education

Definitions and descriptions for each program model can be found in the Program Model Crosswalk.

Based on recommendations from all stakeholders, the leadership team will recommend the model that best meets the needs of the district's bi/multilingual learners and advance the proposal for school board approval.

Program Design

Based on the information gathered, the leadership team determines what remains to be done to be ready for implementation, prioritizes those tasks, and generates a timeline for accomplishing them. These tasks frequently include the following:

- Revisit the mission and vision statements and confirm they still reflect program goals.

- Determine how to ensure that key participants are gaining expertise in second language theory, program models, dual language education, and culturally responsive teaching.
- Identify and prepare teachers and support staff regarding job responsibilities and expectations for a bilingual-bicultural program.
- Continue to develop a support base among parents and community members.
- Generate a plan for student/family recruitment and selection (e.g., neighborhood, district-wide, lottery, etc.).
- Continue to develop a support base of administrators, and get specific information about the types of supports and resources administrators will provide to the program.
- Make curriculum decisions, such as which content areas will be taught in each language, who will teach each subject, materials to be used, etc.
- Purchase teaching materials.
- Design an assessment plan that measures academic and linguistic progress in both languages.
- Develop a plan for teacher recruitment and retention.
- Manage budgets equitably.
- Establish enrollment procedures and communication thereof.

Program Implementation

Any plan should ensure that all teachers and administrators will collaborate to meet the needs of bi/multilingual learners. Language allocation, or the percentage of time devoted to instruction in each language, depends on the program model selected for implementation and district goals/expectations.

Questions to Foster Reflection

Review the section on strategic planning and reflect on the following questions:

1. What general knowledge of second language theory, program models, bilingual-bicultural education, and culturally responsive teaching do decision makers exhibit? Which areas are strong and which need additional professional development?
2. How does planning occur with the future in mind? What partners and strategies are identified for recruiting, training and retaining teachers and potential teachers, especially those who are native speakers of the languages of students?
3. What job responsibilities and expectations for the ESL and bilingual educators are accurately identified and which need to be clarified?
4. How does the school offer a welcoming and inclusive environment for teachers from diverse backgrounds to teach within the school community? How might this area be improved?

D. Teacher Recruitment, Support, and Retention

This section outlines some challenges districts may encounter in relation to staffing bilingual-bicultural programs and possible approaches to mitigating problems. The challenges include teacher shortages and licensing, language fluency, and teachers who are licensed from other countries. Building on a number of approaches to address these challenges involves setting reasonable and appropriate expectations for staff, creating an inclusive and positive environment among staff, and planning with the future in mind.

The Challenges

Ultimately, the qualifications of the teacher will dictate the Language Instruction Educational Program (LIEP) a school implements. In Wisconsin, LIEPs for English learners require the teacher to hold an ESL license (395/1395), while bilingual programs mandate that teachers hold a bilingual license (023/1023). There are a few exceptions for heritage language classes or bilingual-bicultural programs in languages other than English. Rules governing world language licensure vary depending on whether the teacher is teaching the subject matter at the high school level or in a world-language bilingual program. High school World Language Advanced Placement (AP) classes are taught by world language-licensed educators and are often a step in the dual language pathway.

Wisconsin and the US face shortages of teachers that include a lack of teachers licensed in bilingual education and in ESL. Compounding the problem are the added requirements to teach in a bilingual-bicultural program and a deficit of teachers who are native speakers/fluent in the students' languages.

Wisconsin's bilingual license (023/1023) is an add-on to the teacher's grade-level, developmental, or subject matter license. A high school bilingual math teacher must be certified to teach math (400/1400) as well as have a bilingual 1023 supplemental license. A first-grade teacher instructing English language learners in a bilingual-bicultural program must meet requirements to earn a bilingual add-on license and the development level (777/1777) license. This requirement includes participating in an accredited licensure program and passing the state's Foundations of Reading test in English that is a requirement for all teachers, even teachers who may be providing instruction in the partner language only.

As a result, candidates knowledgeable in the partner language but lacking teaching credentials find it onerous to obtain degrees to become eligible to teach in the US, to secure the appropriate teacher certification in the subject area, and to obtain Wisconsin's add-on bilingual certification. Teachers need to be proficient in subject matter content teaching, the language(s) of instruction, and be prepared in heritage and second language education pedagogy. Schools often have personnel who know languages but lack appropriate certifications to teach them. And since gaining these licenses is less onerous for native English-speakers, teachers may be less proficient in the partner languages than their students. In any case, teachers within bilingual-bicultural programs need support and ongoing professional development to build sustaining practices.

As with bilingual teachers, the ESL license is usually an add-on license. Therefore, the teacher is usually required to obtain an appropriate subject matter or developmental-level license before obtaining an ESL license. Meeting licensing obligations has gotten easier in recent years since educators can obtain the ESL license by passing the PRAXIS exam. No such option exists for a bilingual license.

Another factor leading to shortages of teachers licensed in ESL is that in many settings, the job is not clearly defined, which can cause some hesitancy for teachers to secure licensure. Districts should clarify whether the teacher will work as a translator or interpreter within a stand-alone program or in a co-teaching context. Districts also should state the number of students and schools assigned to each ESL teacher.

Bilingual teacher candidates may include potential teachers who have obtained their education in other countries and guest teachers. Districts can hire such individuals on an emergency or Tier 1 level or nurture a “grow-your-own” program. The Wisconsin Department of Public Instruction can approve district pathways to licensure. And districts can work with CESAs and local colleges to design and develop such pathways.

In establishing such programs and hiring teachers who have received their education elsewhere, district administrators should be aware of options and obstacles for licensing.

Administrators can get transcripts evaluated through an accredited agency that will translate the transcripts and indicate which courses are equivalent to courses in the US. Other agencies, such as [ACTFL](#) or the [Center for Applied Linguistics](#), provide fluency assessments for the languages of instruction that can be used as measures of fluency in English and the partner language. However, a district can administer its own teacher language proficiency assessments. International teachers may participate in an exchange program that supports a three-year visa with an option to extend in high-need locales. The Wisconsin Department of Public Instruction provides a licensing option for guest teachers. In some cases, a district may be required to sponsor a work visa.

Approaches

With forethought, collaboration, and planning, many of these challenges can be overcome. District leadership needs to become educated on the specialized skills required to support bi/multilingual students. Knowledge of second language acquisition, culturally responsive practices, program design, and dual language instruction will help administrators:

- Set reasonable and appropriate expectations for staff that can include building a more supportive inclusive language learning environment for students and staff; planning and budgeting for interpreting and translating that take into account the staff’s professionalism and time; setting staff schedules and student/teacher ratios designed to support student learning; and developing job descriptions that align with the knowledge, skill, and experiences required to carry out the job specific to the school. ESL teachers might serve in a resource capacity role or as a lead teacher. They may be responsible for parent communication, scheduling, and assessments in some cases. While in other situations, the new hire may serve as a trainer or coach. Staff should be hired with an understanding of what their jobs entail.
- Plan with the future in mind. Partnering with institutions of higher education and CESAs to:
 - Recruit licensed teachers to add licenses in ESL and/or bilingual education.
 - Create programs that enable educational assistants to remain on the job while earning teacher licensure. Teacher candidates may need to be compensated through incentive pay, reduced tuition, or credit reimbursement for motivation and in recognition of the specialized skills required.
 - Build programs that provide preliminary training and/or field experiences to bilingual high school students interested in the teaching profession. Students may be offered high school or college credit, tutoring, or assistance with college enrollment as part of the program.
 - Retain quality English learner and bilingual teachers by jointly offering professional development opportunities that highlight the intersection of theory and practice in

the classroom. Both preservice and inservice teachers might be involved in these sessions, which could include co-teaching, differentiating teaching and assessment, parent engagement, MTSS (multi-tier system of supports), or biliteracy. District and higher education experts could offer these sessions together.

E. Standards, Assessment, and Accountability for Bilingual-bicultural Education

The goal of all bilingual-bicultural programs is bilingual and bicultural proficiency, academic excellence, and the development of future readiness skills of collaboration, problem solving, critical thinking, and technology competence. Equity and social justice are at the heart of every such program. Bi/multilingual learners may not progress in the same way or at the same rate as their monolingual classmates in general education programs, but longitudinal studies demonstrate the academic and linguistic advantages of bilingual-bicultural programs for bi/multilingual learners (Thomas & Collier, 2017).

Any exploration of the topics of standards, assessment, and accountability with bi/multilingual learners must keep in mind two components are always in play: academic achievement and language. Instruction should be based on grade-level academic standards along with the use of scaffolding for students at the various stages of language acquisition. Both the previous educational experiences of the students and their level of linguistic development will influence academic progress. Assessments should have an adapted design that provides the best opportunity for students to demonstrate what they have learned regardless of their level of language proficiency. Effective accountability of bi/multilingual learners will monitor the students' academic achievement each academic year, as well as progress toward grade-level content and language standards in English and the partner language.

Standards

In every bilingual-bicultural program, the academic and linguistic progress of students must be the focus for teaching, learning, and assessment. Content and language standards (WIDA Standards are used in Wisconsin) are effective guides for designing instruction and measuring student progress. Reading and writing trajectories that compare literacy growth across both languages (Escamilla et al., 2014) are useful in supporting the development of biliteracy.

Language development for bi/multilingual learners in monolingual settings is also of critical importance. Many of the Common Core Standards include language functions (e.g., “explain,” “analyze,” “describe”) as part of the learning expectations. In addition, an emphasis on the development of vocabulary and grammar is crucial. Bi/multilingual learners often require explicit instruction in these areas and, indeed, all students generally benefit from instruction related to using language for academic purposes.

Assessment

Any quality program to support bi/multilingual learners must have a comprehensive assessment framework that is built with its end goals in mind. For example, measurement of progress toward grade level standards as well as progression toward language proficiency in both languages would be end goals that would be monitored over time. The program should have a clear intended

outcome, whether it be parallel levels of bilingualism and biliteracy upon completion or decidedly higher levels of language or literacy proficiency in one language over the other.

All language and literacy development goals should be based on teachers' high expectations of students. When designing a bilingual (dual language) program assessment framework, program planners should consider:

- The expected improvement in bilingualism and biliteracy according to appropriate and reasonable grade-level benchmarks for bi/multilingual students, keeping in mind that trajectories for students learning two languages simultaneously may look different when compared to students on monolingual trajectories. For instance, bilingual students may not have the same levels of proficiency in reading in second grade as their monolingual peers; however, students generally reach or surpass grade level expectations by fourth or fifth grade. All students should be moving toward language proficiency in both languages at every grade level.
- Any instruments for measuring academic improvement should be normed for their intended audiences. For bi/multilingual students, academic achievement trajectories may look different in each language. Academic achievement may not align with expectations for monolingual students in English or the partner language.
 - Educators should be familiar with how to administer the assessments and interpret results. For instance, bilingual students may exhibit characteristics in their reading, speaking, and writing that may appear as errors for monolingual students; however, these characteristics may demonstrate students' advancement in their literacies by drawing on their linguistic repertoires. Instead of "correcting" these errors during instruction, teachers may better serve students by bridging the languages and clarifying similarities and differences.
- Any assessment systems should include formative and summative measures.
- Accommodations should be available for students with identified needs.
- With the passage of the No Child Left Behind Act and later the Every Student Succeeds Act, states are required to assess students in English for content knowledge and for English language proficiency. Wisconsin uses the ACCESS for ELLs to assess English language proficiency. The results of these measures should be evaluated along with assessment and accountability measures such as student reports to provide a full picture of student progress.
- Districts should have interventions available in both languages to meet the needs of bi/multilingual students. All students, even those with individual education plans, can learn in two languages. A student's disability will manifest in both languages; therefore, the student should receive support in both languages.

Wisconsin schools are required to administer the WIDA ACCESS test to every English learner toward the end of the first semester of each academic year. These tests provide a measure of individual students' reading, writing, listening, and speaking ability in social and academic contexts. The results provide a profile of each student's language skills at a specific point in time, but the assessments also provide valuable information for districts to monitor the progress of all their English learners over time. The data serve as an effective tool for districts in terms of program evaluation and improvement.

In bilingual-bicultural programs, formative and summative assessments measure student progress toward grade-level linguistic and academic expectations in two languages on an ongoing basis. Authentic assessments, in which students apply knowledge and skills to real-world situations, are generally more powerful than standardized tests in measuring progress for bi/multilingual learners. Feedback from these measures can provide invaluable information to students about their progress toward content and language objectives. Constructive feedback along with student self-assessment moves students forward in gaining greater independence in their learning.

The amount of time students are enrolled in US schools has a bearing on their progress in English. Fairly recent arrivals likely will be more advanced in literacy skills in their home language than in English, and the gap between the home language and English language achievement will gradually close as students gain more experience with English. It is crucial that these students apply the skills they have already developed and build on them in their new setting. Generally, students in rigorous, well-structured bilingual-bicultural programs will need 5–7 years to reach parity in the target language. Students not in bilingual programs often need even longer to achieve parity.

Authentic assessment of student progress will dictate that adaptations of traditional assessments are in order. Guidelines and accommodations for administering state and national assessments to bi/multilingual learners are clearly identified in test administration materials. Classroom assessments should be adapted to provide opportunities for students to demonstrate what they have learned. Depending on student academic and linguistic skills, assessment adaptations e.g., reading the test items to the student, simplifying text, enabling the student to demonstrate understanding by following directions, using manipulatives, labeling, or creating models may be in order.

Accountability

Bilingual-bicultural programs operate parallel to monolingual programs in some respects and differently in others. The differences in student progress between monolingual and bilingual-bicultural programs must be recognized to avoid unfairly and prematurely judging the effectiveness of these programs. The same grade-level content standards are used in both models. However, bilingual-bicultural programs have the added component of teaching, learning, and assessing in two languages, plus measuring progress toward proficiency in two languages in addition to content standards. As mentioned previously students who are immersed in literacy and content area instruction in both languages may initially lag behind their monolingual counterparts but generally reach grade level standards by fourth or fifth grade. Therefore, it is imperative that progress of students in the bilingual-bicultural programs be measured over time and in terms of gains made across each academic year.

Pacing may be different in bilingual-bicultural programs given that students are learning in two languages and additional academic and linguistic support may be required. Differences between languages in terms of form and structure may complicate development of biliteracy. Guiding students in knowing these differences and being able to negotiate meaning in both languages further adds to the complexity of learning expectations. These areas should be considered when creating an equitable assessment system within a district. Assessment expectations and interpretation of results should reflect the goals and assurances of the bilingual-bicultural program and the needs of its students. The program should be as rigorous as its monolingual counterpart but

with pacing, assessment adaptations, and individual student progress over time being taken into consideration.

Several factors such as age can impact student progress. Older students who are recent arrivals face an especially challenging situation in that they must learn the English language and deal with the accelerated expectations of a secondary curriculum. Many families have endured trauma, poverty, and violence, the scars of which may impact their ability to focus clearly on educational endeavors. Some students struggle to adjust to their new lives in the US, which may affect their motivation to do well in school. These situations remind us to consider cognitive and affective factors (See Module Two) in analyzing student progress and needs. The results may assist administrators and teachers in more fully meeting the needs of the whole child.

Questions to Foster Reflection

Review the section on standards and assessment and reflect on the following questions:

1. How are language standards and objectives currently used with bi/multilingual learners? How could they be utilized more fully?
2. Review the school/district plan to assess linguistic and academic progress for language learners. How could it be adapted to more authentically/ equitably reflect student learning in a bilingual-bicultural program?
3. What types of professional development experiences might be offered to teachers to assist them in adapting classroom assessments that would provide bi/multilingual learners with more authentic and equitable opportunities to demonstrate learning?

F. Professional Development

The importance of meaningful professional development in relation to bi/multilingual learners cannot be overemphasized. Ensuring that all administrators and educators, including educational assistants who work with bi/multilingual learners, are well versed in second language acquisition, the cultures and experiences of students, the correlation between content and English language proficiency development standards, and implementation of best practices will help guarantee that all students will succeed with their academic and language proficiency goals. Professional development may also help bilingual educators new to the US and from very different educational traditions through exposure to teaching and learning expectations of US bilingual-bicultural programs. In addition, professional development and subsequent coaching sessions for implementation can focus the entire district staff on how to support bi/multilingual learners and build a shared responsibility for the success of all bi/multilingual learners.

Planning for Professional Development

An analysis of the strengths and challenges of bi/multilingual learners and educators in a school or district is an important first step in organizing a professional development agenda. This analysis should begin with what students *can* do in both languages to anchor positive expectations for success. Also, to build on student assets, wherever possible, prior educational experiences of immigrant students should be explored to determine how best to bridge what students are

accustomed to with what they are now exposed. An evaluation of Tier 1 or general classroom practices in the general classroom should determine how effectively scaffolds and differentiation of instruction might be utilized to support bi/multilingual learners most fully. Professional development with an emphasis on social justice and raising the status of minority languages helps ensure that instructional practices support the positive development of the whole child.

Professional development geared specifically to an analysis of student progress and needs and aligned with educator effectiveness standards will be most effective. An ongoing, developmental plan that has input from all constituents provides opportunities for schools and districts to implement and continually refine best practices that will address the academic, linguistic, cultural, and social/emotional needs of bi/multilingual learners. Developing a survey or observation protocol (Medina, 2016; Utah Dual Language Immersion, 2016) might be a useful second step in the design of a comprehensive professional development plan that may span one or more academic years. These tools will help identify perceived needs and attitudes of students, educators, and families.

A professional development plan that identifies assurances, goals, and expectations for instruction can be developed from this information along with a plan to evaluate progress (which could be the original walk-through or survey instruments) and provide feedback. Professional development is not a one size fits all endeavor, i.e., not all educators need the same sessions. A flexible plan designed to meet a range of needs and to incorporate the expertise of more experienced educators to support the efforts of less experienced colleagues would help ensure that all participants collaboratively advance in their skill sets. A determination of how educators will implement the goals of professional development sessions in their classrooms should be identified beforehand and be supported and enforced by administrators following the sessions. An effective professional development plan is flexible and provides regular opportunities for reflection and goal setting by administrators and educators.

Regional and national experts might be brought in to guide the work of the district. However, the expertise within the district should not be overlooked. In addition to providing recognition of local expertise, these “experts” are readily available within the district to support new efforts.

Attendance at recognized regional and national conferences, such as NABE (National Association for Bilingual Education), TESOL (Teachers of English to Speakers of Other Languages), WIABE (Wisconsin Association for Bilingual Education), WITESOL (Wisconsin Teachers of English to Speakers of Other Languages), ACTFL (American Council on the Teaching of Foreign Languages), and WAFLT (Wisconsin Association for Language Teaching), that focus on bi/multilingual learners is another way to build the backgrounds of educators and administrators. Providing opportunities for attendees to share what they have learned at conferences with their colleagues maximizes the benefits to the school/district. Book study groups in which participants familiarize themselves with the same theories and best practices build a community of learners and help ensure continuity of instruction.

Topics for Professional Development

Below are possible topics for professional development and in-service sessions dealing with bi/multilingual learners. Although the topics have been divided for convenience between administrators/general classroom educators who have bi/multilingual learners among their students

and bilingual educators, the two groups are in no way mutually exclusive, nor are the topics prioritized according to level of importance.

Administrators and General Classroom Educators	Bilingual (Dual Language) Administrators and Educators
• Racialization: how to detect and eradicate bias, power dynamics • Raising the status of languages • All about our bi/multilingual learners • The process of second language acquisition • Stages/levels of learning a second/subsequent language and implications for instruction at each level • WIDA and use of its resources to support work with bi/multilingual learners • Differences in the structures of the two languages of instruction and implications for the development of emergent literacy skills • Meeting grade-level academic standards with bi/bi learners: ◦ Scaffold learning • Grouping for learning (comprehension, discussion, and interaction) ◦ Language supports ◦ Opportunities for students to learn language and content from each other through purposeful, carefully structured and scaffolded learning experiences ◦ Oral, visual, and physical scaffolds to express understanding ◦ Oracy + literacy ◦ Gradual release of responsibility • Internal and external factors that impact learning • Cultural sensitivity and appreciation of diverse cultures	• Process for onboarding new/transfer educators to the school/district model • Understanding the adopted bilingual-bicultural pedagogical approach • Assurances for a bilingual-bicultural program (model, content and language allocation plan, collaboration with all stakeholders, plan of support) • 7 Principles of Instruction for English Learners (Center for Applied Linguistics, 2015) • Critical Consciousness • 3 Pillars of Dual Language Education (Medina, 2016) ◦ Bilingualism + biliteracy ◦ Grade level academic achievement ◦ Cross-cultural competence • Setting goals for student linguistic and academic progress in both languages ◦ Making input comprehensible ◦ Use of reading and writing trajectories ◦ Bridging instruction • Selection, development, and assessment of language objectives • Design and implementation of rigorous curriculum scope and sequence ◦ Language + content ◦ Oracy ◦ Translanguaging (García et al., 2017) ◦ Systems of support: universal classroom, MTSS (multi-tier system of supports) • Authentic and rigorous assessment plan of academic content and language proficiency

• Differentiated assessment plans for bi/multilingual learners that address language as well as academic content • Laws regarding education and bi/multilingual learners	• Differentiation of assessment to enable students to demonstrate learning • Addressing social/emotional needs of bi/multilingual learners ◦ Work with families in times of crisis • Incorporating culture and experiences of students into curriculum • Development and implementation of an evaluation plan to continually refine program's teaching/learning/assessment • Role of monolingual teacher in supporting student development bilingual-bicultural programs
--	---

Whenever possible, sessions with bilingual educators should be conducted in Spanish (or other non-English language of instruction) to highlight the use of language for academic purposes in both languages and to support the notion of elevating the status of the partner language (e.g., Spanish, Hmong, or Mandarin) among educators.

Questions to Foster Reflection

Review the section on professional development and reflect on the following questions:

1. What are the most pressing needs of the bilingual-bicultural program and what type of professional development plan would benefit staff most?
2. How will an ongoing professional development plan be designed, implemented, and evaluated?
3. Who will deliver the professional development sessions? How will expertise of more experienced educators throughout the district be utilized?
4. How will budget resources for a sustained professional learning agenda be applied?
5. How can professional development be differentiated to maximize the growth of each educator in serving bi/multilingual learners?
6. How will the staff support one another in understanding theory and implementing practice highlighted in professional development sessions?
7. Does the professional development ensure that all teachers have the tools they need to work effectively with bi/multilingual learners and their families?

G. Parent/Family/Community Engagement

Positive family engagement begins with creating an open and inviting atmosphere that welcomes parents and families to the school. Parents learn about their rights and are encouraged to partner with the school and district in making meaningful decisions about their children's education that reflect community cultures and experiences. Successful school interactions with parents focus on equity, inclusion of all voices, and linguistic and cultural responsiveness.

Welcoming Parents and Families

Creating a welcoming atmosphere is of utmost importance, as it sets the tone for how engaged families become with the school. Clear and simple signage in families' languages along with displays of cultural representations throughout the school is greatly appreciated by families, especially those not familiar with US schools. Once parents reach the school office, it is essential that secretaries, parents, or volunteers are on hand (at least at the open and close of the school day) who speak the languages of the parents or have phone interpretation applications available to help greet parents and address their reasons for visiting the school.

Communication

Communication with parents is more meaningful when it is conveyed in the language they understand best. Along with the language of the message, the manner of relating the information is important. In many districts, educators or educational assistants contact parents by phone and in person for important events. This method not only ensures parents have full access to the information regardless of their circumstances, but it provides an excellent opportunity to form relationships with family members. All public announcements, as well as school/district website posts, should be made available in the languages of the parents. Libraries and community centers may work in collaboration with schools to post notices and/or to provide sessions for/by parents. Interpreters should be secured for important communication events, such as individual education plan meetings, parent/teacher conferences, parent-teacher organization events, and school board meetings. Interpreters may be employees of the district, or parents and community members may fill this role, at least temporarily.

Advocacy

The school may offer a number of ways to connect with parents of English learners. For example, orientations in the parents' language could outline US schooling; the benefits of bilingual-bicultural education; and opportunities available to students and families, such as ESL lessons for adults, after-school tutoring, athletics, and clubs. Sessions might address ways that parents can support their children and maximize their learning. In other sessions parents might be invited to showcase areas of expertise or share how they provide opportunities for their children to stay connected to their heritage. Some schools have parent centers, staffed by parents and professionals who speak the language of the parents. These centers serve as intermediaries between home and school and may offer information, resources, and training for parents. In addition, parents who become involved in the centers often serve as ambassadors for the school in the broader community.

Family Engagement

Parents, family, and community members have a wealth of talents and resources they can share with the school. Opportunities should be considered to invite parents into the classrooms to share their experiences, give demonstrations, etc.; become involved in parent-teacher organization activities; and participate in the decision-making processes of the school or district. Parents and community members can play a key role in enriching the understanding of educators about the cultures represented in the schools and how best to incorporate cultures into the curriculum. They may also collaborate with educators to expand meaningful participation of parents in the life of the school.

Promising Practices*

The Baraboo School District created a professional development opportunity in partnership with the University of Wisconsin–Oshkosh to offer parent/family panel discussions. Parents fielded questions from teachers and shared their experiences and concerns as parents of bilingual children in school. These sessions were very well received by the teachers, as they afforded them an opportunity to learn more about the experiences, concerns, and expectations of the parents.

The Racine Unified School District engaged with parents and family in three ways: 1. The district offered adult ESL classes. 2. Familias Unidas, a parent group, was initiated and run by middle school staff for all families in the district. Monthly sessions disseminated information and provided workshops in Spanish and English. This group operates in addition to the district Office of Family and Community Engagement. 3. District-wide events pulled together community members, teachers, and parents with children enrolled in the district’s dual language programs.

The Verona Area School District created a council that participates in decisions about the design and implementation of immersion schools. Council members examine information to help make decisions about program expansion and ways students can earn the Seal of Biliteracy.

The School District of Beloit offers the EvenStart program through collaboration with Blackhawk Technical College and support from Title I. Monthly parent informational sessions and training are offered at the district level. Bilingual home-school liaisons offer support for families at the schools.

The Milwaukee Public Schools (MPS) District Multilingual Multicultural Advisory Committee (DMMAC) is a group that works to advance multicultural and multilingual education in MPS under the framework of a resolution approved by the Milwaukee Board of School Directors in June 2014. The group includes educators, families, community members, and district leaders who share the goal of improving and expanding bilingual programs across the district. Furthermore, MPS staff meet with families to disseminate information about bilingual education regarding its design, implementation, and life-long benefits. Additionally, schools design and offer a multitude of events to their families with the use of Title IIIA funds. These events range from Biliteracy and/or ESL classes for adults, Reading Clubs, Social Emotional Learning, to Civil Rights Workshops.

**Abstracted From:*

DRAFT: Wisconsin Department of Public Instruction. (2018). *Framework for Supporting the Linguistically Diverse Students of Wisconsin: A report from the State Superintendent’s Advisory Council to Support Linguistically Diverse Students*. [Not available for access.]

Questions to Foster Reflection

Review the section on parent, family, and community engagement and reflect on the following questions:

1. Evaluate the current parent communication protocol. How could it be improved?
2. What would be the most inclusive way to organize for enhanced family engagement?
3. How can parents and community members who could be influential in organizing and implementing family engagement plans be identified and recruited?

Online Resources

History of Bilingual Education

<https://www.rethinkingschools.org/articles/history-of-bilingual-education>
<https://rethinkingschools.org/articles/the-struggle-for-bilingual-education/>
<https://uwm.edu/news/roberto-hernandez-center-celebrating-50-years-at-uwm/>

<https://www.mpl.org/blog/now/languages-of-native-americans-in-wisconsin>

https://ncela.ed.gov/files/rcd/BE021037/Fall88_6.pdf
<https://docs.google.com/presentation/d/1pJ05XY5Py9TA5UGMwX2MPZk4ua0hmmEL1s3NWV7r2Z0/edit?usp=sharing>
<https://www.edweek.org/ew/articles/1984/01/11/05280024.h03.html>

Legislation and Policy

<https://docs.legis.wisconsin.gov/statutes/statutes/115/VII/95>
<https://wisconsinlanguageroadmap.wiscweb.wisc.edu/report>
<https://www.colorincolorado.org/article/no-child-left-behind-and-ells>
[English Learner Policy Handbook](#)
[Dear Colleague Letter: English Learner Students and Limited English Proficient Parents](#)
[EL Toolkit for State and Local Education Agencies](#)
[DPI ESL and Bilingual Licensure Requirements](#)
[DPI Approved Educator Prep Programs Searchable Database for Wisconsin ESL and Bilingual Licensure Programs](#)

Organizations

[Wisconsin Department of Public Instruction](#)
[WIDA](#) (World-Class Instructional Design and Assessment)
[OELA](#) (Office of English Language Acquisition)

[NCELA](#) (National Clearinghouse for English Language Acquisition)
[CAL](#) (Center for Applied Linguistics)
[IRC](#) (Illinois Resource Center)
[ACTFL](#) (American Council on the Teaching of Foreign Languages)

National Models

<http://utahdli.org/assurances.html>
<https://www.houstonisd.org/cms/lib2/TX01001591/Centricity/Domain/42094/DL%20handbook.pdf>

Teacher Recruitment

[Grow Your Own Educators: A collection of resources on how Grow Your Own programs recruit, prepare, and strengthen the teacher workforce.](#)

[Common Practices for Recruiting, Training, and Retaining Bilingual and Diverse Teachers](#)

Data and Assessment

[Assessing Young Dual Multilingual Learners](#): Challenges and Opportunities Based on Espinosa, (2008), A Review of the Literature on Assessment Issues for Young English Language Learners.

[Tracking the Progress of English Learners](#): Tools and Resources for Monitoring and Exiting English Learners from EL Programs and Services.

English Learners with Disabilities

[English Learners with Disabilities](#): Comprehensive guidance manuals from various states.

Observation Protocol

[Utah Dual Language Immersion DLI Core Instructional Strategies Observation Protocol](#)

Family Engagement

<https://ncela.ed.gov/family-toolkit>

https://ncela.ed.gov/files/family_toolkit/EL-Family-Tool-Kit-All.pdf

www.ncela.gwu.edu/webinars

<https://jameswogan.com/2017/06/06/parent-engagement-through-the-lens-of-equity/>

<https://www.colorincolorado.org/article/encouraging-and-sustaining-ell-parent-engagement>

<https://www.colorincolorado.org/article/introduction>

Further Reading

Beeman, K. and Urow, C. (2013). *Teaching for Biliteracy: Strengthening Bridges between Languages*. Philadelphia, PA: Caslon Publishing.

Collier, V.P., & Thomas, W.P. (2017). Validating the power of bilingual schooling: Thirty-two years of large-scale, longitudinal research. *Annual Review of Applied Linguistics*, 37, 1-15.

Escamilla, K., Hopewell, S., Butvilofsky, S., Sparrow, W., Soltero-González, L., Ruiz-Figueroa, O., and Escamilla, M. *Biliteracy from the start: Literacy Squared in action*. Philadelphia, PA: Caslon Publishing.

García, O., Ibarra Johnson, S., Seltzer, K., (2017). *The Translanguaging Classroom: Leveraging student bilingualism for learning*. Philadelphia, PA: Caslon Publishing.

- Gottlieb, M. (2016). *Assessing English multilingual learners: Bridges to Educational Equity*. 2nd Edition. Thousand Oaks, CA: Corwin Press.
- Haynes, J. (2007). *Getting started with English multilingual learners*. Alexandria, VA. ASCD.
- Howard, E.R., Lindholm-Leary, K.J., Rogers, D., Olague, N., Medina, J., Kennedy, D., Sugarman, J., & Christian, D. (2018). *Guiding Principles of Dual Language Education* (3rd ed.). Washington, DC: Center for Applied Linguistics.
- Medina, J. (2016). *The Dual Language Classroom Walk-Through: What instructional practices should be evident?* Center for Applied Linguistics. La Cosecha Conference November 11, 2016.
- Tabaku, L. Facilitator (2019). *Integrating language and content in your instructional setting*. Center for Applied Linguistics. CBLT Conference, Brazil, May 2019.
- Thomas, W. and Collier, V. (2017). *Why dual language schooling*. Albuquerque, New Mexico: DLENM.
- Shafer Willner, L., Gottlieb, M., Kray, F. M., Westerlund, R., Lundgren, C., Besser, S., Warren, E., Cammilleri, A., & Cranley, M. E. (2020). *Theoretical foundations of the WIDA English language development standards, 2020 edition*. Wisconsin Center for Education Research at the University of Wisconsin-Madison.
- U.S. Department of Education, Office of English Language Acquisition, *Dual Language Education Programs: Current State Policies and Practices*, Washington, D.C., 2015.
- Utah Dual Language Immersion. (2016). *DLI Core Instructional Strategies Observation Protocol*. Salt Lake City: Utah.
- Wiemelt, J. and Welton, A. (2015). Challenging the dominant narrative: Critical bilingual leadership (Liderazgo) for emergent bilingual latin@ students. *International Journal of Multicultural Education*. Vol.17, No.1. p. 82-101.