

Dual Language Education (DLE)	
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## Mission of the Program/Focus

Dual Language Education (DLE) is a long-term, additive bilingual program that consistently and strategically uses two languages, generally English and a partner language such as Spanish, for instruction, learning, and communication. Graduates of effective dual language programs can speak, listen, comprehend, read, and write with proficiency in two languages.

All dual programs are founded on three fundamental student pillars:

1. Develop bilingual and biliterate proficiencies
2. Reach high academic achievement in both languages for all students
3. Exhibit positive cross-cultural attitudes and flexibility

Dual language schools in CPS exemplify the strategic use of English and the partner language during instruction. Schools follow the language allocation model adapted by OLCE. Both languages are valued and respected. Each language is reflected in their respective linguistic space and the third space serving as a space where both languages are analyzed for deeper meaning and transfer.

## Entry Criteria

Schools are committed to implement DLE from the earliest grade available (e.g., preK/K or 9th grade), adding one grade level each year, until DLE is available to the highest grade offered on the campus. Schools must have an established Transitional Bilingual Education (TBE) program in place before applying to become a dual language school. Schools approved to offer dual language use DLE as the main vehicle of offering TBE services to English Learners.

Schools that offer Two-way dual language programs have an application process for the non-English learners to apply to participate in the program.

## Key Components

Schools choose between a Two-way or One-way dual language programs based on their EL population and other programmatic factors that will lead to effective implementation. Since the dual language program will gradually replace the TBE program of that same language, the school has to ensure that whichever design they choose, they will be able to accommodate all ELs from that TBE program.

## Two-way Dual Programs

Two-Way Dual Language Programs serve students identified as ELs who speak a language other than English and English proficient students for whom the partner language will become a second language.

DLE Classroom Linguistic Composition: Generally, DLE programs are made up of 50% of students from each language group (English speakers/partner language students). As a result of change in U.S. demographics and the increasing number of emergent bilinguals in the U.S., many schools opt for reserving  $\frac{2}{3}$  of the available seats for ELs from the partner language and  $\frac{1}{3}$  for English proficient students. It is critical to ensure that there are enough language models of English and the partner language to promote social and cognitive interactions between the two linguistic groups of students (Guiding Principles for Dual Language Education).

## One-way Dual Programs

One-way Dual Language Programs serve students who share the same linguistic and cultural background and qualify for bilingual services through a Transitional Bilingual Education (TBE) program.

Participation in One or Two-way dual programs continues from Pre-K through graduation. One-way and Two-way programs share similar instructional principles and language allocations. The primary difference between One-way and Two-way programs is the linguistic and cultural composition of the students in the classroom.

## Course Overview and Scheduling

Please see the Dual Language Handbook for more specifics  
(<https://sites.google.com/a/cps.edu/kc/english-language-learners/dual-language-resources>)

**Elementary schools:** In CPS, the 80:20 language allocation model has been adopted for elementary schools. It has the overarching goals of developing bilingualism, biliteracy, academic achievement, and cultural flexibility.

In 80:20 DLE Programs, the amount of instruction in the partner language begins at 80% in the primary grades (usually preschool through second grade) with 20% of instructional time in English. As students progress through the grades, the amount of instruction in English is increased and the amount of instruction in the partner language is decreased until they reach 50:50. Please see the Dual Language Handbook for sample schedules by year.

**High schools:** In CPS, a 50-50 language allocation model has been adopted for high schools. That means that at least 50% of core content classes each year are taught in the partner language. Sample schedules are forthcoming.

## Personnel Requirements

Position Needed	Description	Funding Source
Bilingual-endorsed and ESL-endorsed classroom and content teachers for all grade levels implementing DLE	Teachers providing instruction in the partner language must have a bilingual endorsement in that language, and teachers providing the English language component must have an ESL endorsement	School budget
DLE Coordinator	Schools selected for the DLE program will be provided with a 0.5 dual language coordinator (DLC) position to lead DLE planning and PD efforts at the school. DLE coordinator is part of the DLE leadership team at each school and are expected to participate in all activities offered by OLCE during the planning year, initial years of implementation, and in any future activities.	OLCE: Title III

## Professional Development

Type of PD Needed	For Whom	Funding Source
DLE Principal PLC	DLE principals	
DLE Coordinator PLC for planning schools	DLE coordinators, teachers, admin	Local for any sub coverage for teachers
DLE Coordinator PLC for implementing schools	DLE coordinators, teachers, admin	Local for any sub coverage for teachers
Various biliteracy instruction sessions at OLCE PD	DLE teachers	

## Impact & Implementation

If implemented with fidelity, here are the impacts on teaching and learning:

Category	Impact
Instruction	Teachers will be implementing high quality rigorous instruction in English and another language, using the guidance around biliteracy instruction
Curriculum	As part of the Action Planning during the planning year, school teams will be developing schedules and unit plans that align to the DLE guidance in CPS
Assessment	Students in grades 3 and higher will participate in the LAS Links assessment in Spanish (for Spanish DLE programs)

## Other Central Office Supports or Involvement

- Schools selected for DLE participate in a year-long planning stage before implementing DLE in their earliest grade level (preK/K or 9th grade).
- OLCE conducts case studies and evaluates DLE programs.
- OLCE coordinates the DLE Principal Advisory group.

## Sustainability

### Key considerations:

- Include all stakeholders in the planning process: school administrators, teachers, parents, students, network administration, community, etc.
- There must be a strong commitment for bilingualism and support for a DLE program from all school community stakeholders
- School leaders must be strong advocates for bilingualism and support DLE program goals
  - School administration is committed to hire qualified, appropriately bilingual-endorsed teachers for all grade levels
  - School administration ensures teachers receive ongoing professional development for DLE and teaching for biliteracy
  - Network leadership must support the DLE program at the school