

## New Dual Language Education Program Implementation Planning Timeline

Multistate Association for Bilingual Education, Northeast, Inc. (MABE)

<b>Planning Timeline - Building the Foundation for a Dual Language Program</b>		
<b>Approximate Dates</b>	<b>Activities</b>	<b>Parties participating</b>
<p><b>Step 1</b> <b>One (or more) year in advance</b></p>	<p><b>District Level</b></p> <ol style="list-style-type: none"> <li>1. Form a <b>District Dual Language Planning Committee</b> of invested stakeholders (suggested stakeholders: Principal, Classroom teachers, Parents, ELL director, school committee member, etc.)</li> <li>2. DL Committee becomes educated about non-negotiable components and structure of Dual Language Programs, e.g., professional development sessions, book study group, attending workshops/conferences, contracting with MABE for technical assistance)               <ol style="list-style-type: none"> <li>a. What is DLE programming? (Definition, goals &amp; types of DLE programs)</li> <li>b. What is the school/district/community motivation?</li> </ol> </li> <li>3. Determine if the necessary foundation is in place for implementation               <ol style="list-style-type: none"> <li>a. Use Decision-making tools to evaluate                   <ol style="list-style-type: none"> <li>i. Demographics (percentage of potential partner language group, expected incoming K population)</li> <li>ii. Stability/mobility of population</li> <li>iii. Evaluation of current ELE programming</li> <li>iv. Funding to support planning for DLE program, including PD</li> <li>v. Staffing needs and hiring policy</li> <li>vi. Professional Development</li> <li>vii. Enrollment/Program Choice policy</li> </ol> </li> </ol> </li> <li>4. Prepare a <b>district communication plan</b> <ol style="list-style-type: none"> <li>a. Inform <b>stakeholders</b> what is a DLE program by engaging them, gathering their perspectives, and providing educational guidance on the program options and benefits of dual language</li> </ol> </li> </ol>	<p>Receiver of schools, school and district leaders, school committee members, teachers and staff, parents</p>

	<p>education.</p> <ul style="list-style-type: none"> <li>b. Assess motivations/concerns, level of support for DLE program, and then</li> <li>c. Build buy-in for the greater community of staff, parents, school &amp; district leaders across district departments, superintendent, and school community.</li> <li>d. Begin discussion with District departments (curriculum and Instruction, student support services, assessment) about support and resources for the DLE program</li> </ul> <p><b>5.</b> Visit other DL programs/schools;</p> <p><b>6.</b> Attend conferences and networks for dual language education programs (e.g., MABE, NABE, La Cosecha)</p>	
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<p><b>Step 3</b> One (or more) year in advance</p>	<p><b>School Level</b></p> <ol style="list-style-type: none"> <li>1. Work on Action Plan developed during La Siembra Retreat</li> <li>2. Recruit/hire bilingual specialists, teachers, paraprofessionals and staff so that services can be provided in language of need for both language groups.</li> <li>3. Provide PD for teachers and support staff – training on Second language acquisition, instructional strategies, sheltering language, TWIOP/ SIOP, cooperative learning structures, cultural responsive teaching</li> <li>4. Make curriculum decisions such as which content areas will be taught in each language, who will teach each subject, what materials will be used, etc.</li> <li>5. Visit other DL programs/schools with questions</li> <li>6. Attend conferences and networks for dual language education programs (e.g., MABE, NABE, La Cosecha)</li> </ol>	<p>Staff and school leaders</p>
<p><b>Step 4</b> One (or more) year in advance</p>	<p><b>School Level</b></p> <ol style="list-style-type: none"> <li>1. Assess PD from the Year 1; identify additional PD topics for further research and study, for example: how to create (setup) and welcome students to the new dual language classroom; how to begin to write lessons plans that are standards based, developmentally, socially and linguistically appropriate for Pre-K DL students; formative assessments.</li> <li>2. Research and begin to identify and purchase bilingual resources, books, assessments and materials for partner language.</li> <li>3. Continue with curriculum decisions such as which content areas will be taught in each language, who will teach each subject, what materials will be used, etc.</li> <li>4. Schedule and provide curriculum-planning time for partner teachers to work on lesson planning for start-up and classroom set-up.</li> <li>5. Locate, modify and/or develop new assessments to monitor for language development and growth in both languages</li> <li>6. Continue to hold information sessions for school community &amp; parents.</li> <li>7. Prepare for Spring K tours in connection with parent registration center in the district. <ol style="list-style-type: none"> <li>a. Ensure staffs that have first contact with incoming parents are trained and able to effectively inform parents and promote the DL</li> </ol> </li> </ol>	<p>Staff, school and district leaders</p>

	<p>program. (Ideally in both program languages)</p> <ul style="list-style-type: none"> <li>b. Prepare brochure, handbook or other printed materials with information about DL program in program languages.</li> <li>c. Add information to district/school website</li> </ul> <p>8. Prepare school environment to reflect the new program through school signage, translation services for incoming parents of target group, etc.</p>	
<b>Ongoing</b>	<ul style="list-style-type: none"> <li>1. Create and implement system for program evaluation</li> <li>2. Define system for data collection and reporting</li> <li>3. Continue training and professional development for staff – especially new staff</li> <li>4. Coordinate support and resources for the DLE program with District departments (curriculum and Instruction, student support services, assessment)</li> <li>5. Work with Human Resources on establishing hiring practices for bilingual staff</li> <li>6. Advocate for needs of the program within district</li> <li>7. Continue parent and community outreach</li> </ul>	All invested stakeholders