



Guidance for Defining and Implementing Two-Way Immersion and Transitional Bilingual Education Programs

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Introduction

The research base on the cognitive and social benefits of multilingualism at both the individual and societal levels has grown considerably. In particular, there has been mounting evidence in research, policy, and practice of the value of bilingualism and bilingual education. Specifically, there is good evidence that dual language instruction has academic benefits for emerging bilinguals¹.

The research base on the cognitive effects of bilingualism continues to grow at a rapid pace, spurred in large part by ongoing advances in brain imaging technology. It is now clear that bilingualism confers a number of cognitive benefits, including cognitive flexibility and creative thinking, communicative sensitivity, metalinguistic awareness, and enhanced executive function.² Once you know another language, it also becomes easier to learn additional languages. Likewise, there is a sizeable body of research on the social benefits of bilingualism at both the individual and societal levels. Individually, bilingualism is associated with stronger identity formation and the development of cross-cultural competence, i.e., the ability to know oneself and how to relate with others. At the societal level, economic benefits such as those created by global business opportunities, accrue, as do political benefits such as support of national defense and conflict resolution.

For the benefits of bilingualism to be obtained it is essential that students develop high levels of bilingualism through sustained educational programs that (1) provide sufficient and ongoing exposure to both languages of instruction (ideally 6 years or more), (2) ensure access to standards-aligned high-quality curriculum across the content areas, and (3) utilize pedagogical approaches aligned with current understandings of bilingual language and literacy development. Meta-analyses (studies that summarize the findings of many other studies) have consistently noted that students educated bilingually perform as well as, or better than, comparable students educated monolingually on English achievement indicators, and have language and literacy capabilities in another language as well.³

Two important principles of bilingual education contribute to successful programs.⁴ First, bilingual approaches to working with English language learners allow students' cognitive and socioemotional development to be continuous.⁵ As students are learning English and learning to do school work in and through English, they are still engaged at age-appropriate learning tasks in their home language that are cognitively challenging and encourage critical thinking. Second, bilingual education programs take advantage of the phenomenon of *transfer*, in which knowledge and skills developed through one language are accessible and can be used when learning in another language. Bilingual

¹ Second language learners of English are often referred to as English learners (ELs), English language learners (ELs), or culturally and linguistically diverse (CLD) students, among other terms. García has suggested that a more appropriate term to be used for these students is *emergent bilinguals* (EBLs; García, 2009, 2010; García, Kleifgen, & Flachi, 2008). This term validates the language students bring to school as well as the fact that, as they learn English or another language, they are becoming bilingual. They are not simply learning English, as the term *English language learner* implies; they are emergent bilinguals. In fact, many students learning English are becoming emergent multilinguals as they already speak more than one language before beginning to learn English.

² Adesope, O. O., Lavin, T., Thompson, T., & Ungerleider, C. (2010). A systematic review and meta analysis of the cognitive correlates of bilingualism. *Review of Educational Research, 80*, 207-245.

³ Francis, D., Lesaux, N., & August, D. (2006). Language of instruction In D. August & T. Shanahan (Eds.), *Developing literacy in second-language learners: Report of the National Literacy Panel on Language-minority Children and Youth*. Mahwah: Lawrence Erlbaum Associates.

⁴ Cummins, J. (2012). The intersection of cognitive and sociocultural factors in the development of reading comprehension among immigrant students *Reading and Writing, 25*, 1973 - 1990

⁵ Albuquerque, NM: Dual Language Education of New Mexico – Fuente Press.

educators leverage this phenomenon by strategically building on and extending skills and content learned in one language while teaching in the other language.⁶

Bilingual education programs that adhere to these criteria are often referred to as dual language education programs. In these programs, students are taught literacy and content in two languages and instruction is in the partner language for at least half of the time in the elementary years. Dual language programs differ in the students they serve. Two examples of these include **two-way immersion (TWI)** and **developmental bilingual** programs. Two-way immersion programs integrate English learners with native English speakers, while developmental bilingual programs serve only English learners from a single native language background. The goal of these programs is to promote bilingualism and biliteracy, cross-cultural competency, and high levels of academic achievement for both native English speakers and English Language Learners (ELs) from a single language background.

Transitional Bilingual Education (TBE) programs are not considered dual language education because they do not share the same goals. TBE programs promote English proficiency rather than bilingualism as the desired end goal. This is particularly true for early-exit TBE programs, which typically allow 1–2 years of home language instruction until they reach the Speech Emergence level of English language development. Late-exit TBE programs typically allow students to reach the Intermediate Fluency level of English language development. These students become “Partial Bilingual” students, that is, students who continue to learn and continue to understand and develop content area concepts through English only. The goal of TBE programs is for ELs to be able to achieve long-term academic success through English-medium instruction in general education classrooms.

The remaining sections of this document provide greater detail about the key components of effective TWI and TBE programs, highlighting what TWI and TBE programs are and how they can be implemented successfully. The document ends with recommendations for how districts can best proceed when working to develop or strengthen TBE programs.

Overview: Defining TWI and TBE Programs

Program Definitions

A **Two Way Immersion (TWI) program** is a dual language education model designed to promote bilingualism and biliteracy, cross-cultural competency, and high levels of academic achievement for both native English speakers and English Language Learners (ELs) from a single language background. Students TWI programs develop and maintain their home language while adding a second language to their repertoire. They receive the same core curriculum as all students in the state and instruction is provided through two languages throughout the program. From a program design perspective, TWI programs must begin in the early grades (PreK–K) and may continue through the secondary level.

The goal of **Transitional Bilingual Education (TBE)** is for ELs to be able to achieve long-term academic success through English-medium instruction in general education classrooms. Although the home language is used for instructional purposes, the transitional nature of the program does not

⁶ Philadelphia, PA: Caslon Publishing.

support the further development of the students' home language. TBE programs can be initiated at any level, including middle and high school.

Legal Requirements for Implementing Bilingual Programs

Both TWI and TBE programs are permitted under current Massachusetts law, though there is one significant difference. While TBE programs can be implemented when the parents of 20 or more EL students in a single grade request waivers⁷ there is no such requirement for TWI programs. Districts may implement TWI programs for their ELs and native English speakers, following general identification, placement, and reclassification requirements.

Who Participates?

EL students can participate in either a TWI or TBE program, but English speakers can only participate in TWI programs. Beyond these, there are no exclusive criteria for placement in these programs. Both can be effective for students with varying entering proficiency levels in English and the partner language, students with special needs, and students who come from a range of socioeconomic backgrounds and prior educational experiences.

TWI programs are designed for stable student populations and an assumption that students will start in the primary grades and have a long-term commitment to the program. Even if ELs are reclassified as Former ELs, they are not exited out of the TWI program. Unless they move or parents request them to be transferred to another program, all students remain in the TWI program until it concludes at the end of the elementary grades or at some point in the secondary level. In contrast, TBE programs can start or end at any grade level. They have the flexibility to support more transient student populations, as the program design allows students to enter at any time and exit at any time according to individual performance patterns. In TBE, when students are reclassified as Former ELs, it is expected that they exit the program into a general education classroom.

Student Enrollment

Both TBE and TWI programs enroll ELs who speak a common home language. It is important to recognize that ELs will vary on a number of other important characteristics, including country of origin, immigration status, home language literacy experiences, prior schooling experiences, individual learning needs, and level of English proficiency.⁸

In addition to ELs, TWI programs also enroll a variety of non- EL groups, including those who speak the partner language at home, those who speak the partner language but also speak English proficiently, and those who are exposed to a heritage language through their families or communities, and monolingual English speakers who speak different varieties of English.

Third-language learners are also included in some programs.

A balanced number of fluent speakers of each language is frequently recommended in the literature; in reality, TWI programs enroll students with a wide range of proficiency profiles in one or both languages. The definitional criteria of the TWI model require the inclusion of ELs and non- ELs with a minimum of one third of either group.

⁷ <https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71A/Section5>

⁸ [WIDA Bulletin Focus on language & Culture, May 6, 2009, Volume 1, Issue 2](#)

Identification and Classification of ELs in TWI/TBE

Districts must follow state guidelines for the identification and placement of ELs in TWI and TBE. Please refer to the most recent document for guidelines: [Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners](#).

Districts implementing TWI or TBE should develop processes to assess students' English proficiency, home language proficiency, and academic skills. Examples of language assessment instruments currently used in districts with TWI and TBE programs include Aprenda, BVAT, LAS, Pre-LAS, IPT, and SOLOM.⁹

Reclassification of ELs

Districts are responsible for the assessment and reclassification of must assess ELs in both TWI and TBE programs. Please refer to the most recent document for guidelines: [Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners](#).

Reclassification of ELs in TWI

Importantly, reclassification from EL to Former EL **does not alter** the student's program status. TWI students remain enrolled in the TWI program, even after they have been reclassified.

Exiting Process in TBE

Given the diversity in TBE programs, the individual trajectory for students to exit the program will vary. Districts must develop a process that supports students transitioning from the TBE program to a general education classroom.

Program and Student Integration

Student integration is important for second language development and the building of positive social relations among students. Integration is more than simply putting students in the same physical space – it requires educators to engage in activities that support the development of equal-status relationships among students in the program and the school community. Cooperative learning and flexible grouping are pedagogical practices that should be prominent in both programs.

Student Integration in TWI

In TWI programs, student integration occurs at the classroom level as a defining feature of the program. TWI classrooms are heterogeneous and include EL and non- EL students for most or the entire school day. Students are called upon to be language models for each other and help each other understand academic concepts.

⁹ For an updated description of language assessment instruments, please refer to <http://www.cal.org/twi/assessment.htm>

Student Integration in TBE

Integration with fluent English speakers is also essential for students in TBE programs and must often be orchestrated outside the TBE classroom. This can occur by fostering partnerships with general education classrooms, ensuring that specials (physical education, music, art) are integrated across programs, and promoting access to extracurricular activities for all students in the school. It is important that the school integrate the TBE program into the school culture and avoid the complete segregation of TBE students and staff.

Language and Literacy and Content Development

District, school, and TWI/TBE program personnel strategically develop plans for the use of two languages for content and language/literacy instruction. Teachers understand that curriculum content learned in one language is accessible in the other language (*transfer*). Making connections between what is learned in each language is a core practice in both programs to enhance learning. Language is viewed as a means of communication that students need to learn to use appropriately across a wide range of social and academic contexts. Literacy development is understood as an interactive process of making meaning from text. However, the extent to which each language is used and the purpose for that use is different in each program.

The following instructional practices are integral to instruction in a language learning program, and thus are utilized in both TWI and TBE: academic conversations, comprehensible input, content-based instruction, cooperative learning, culturally responsive teaching, metalinguistic awareness, oral language development, process writing, project-based learning, scaffolding, sheltering techniques, theme-based instruction, and The Bridge. (For descriptions, see Appendix E: Instructional Strategies for Second Language Learning.)

Two-Way Immersion Programs

TWI programs typically start at Kindergarten and extend for at least five years. Most TWI programs do not enroll non-EL students after first or second grade unless they can demonstrate grade-level academic performance as well as language and literacy skills in English and the partner language; however, ELs may be admitted at any grade level if and when TWI is the most appropriate placement.

TWI Instructional Models: How to Choose Which Model

In TWI, a minimum of 50% of instruction is in the partner language in the elementary grades. Two common TWI models distinguished in the literature are a 90/10 and a 50/50 model. In a 90/10 model, initial instruction for all students is primarily in the partner language. Over time, the distribution of the two languages for instruction becomes 50/50 for all students. In a 50/50 model, the two languages are equally distributed for instruction for all students from the beginning of the program. Both models have shown to be effective in reaching program outcomes for students. However, students in the 90/10 model typically take longer to demonstrate grade-level performance in English (by the upper elementary or middle school grades) and attain better proficiency in the partner language than students in 50/50 programs.

Language Allocation

Within these general models, it is important to remember that a wide range of practices exist as languages can be divided by subject, time, and/or teacher.

TWI as a Strand or as a Whole School

TWI programs can be conceived as a whole-school program or a 'strand' within a school that co-exists with a general education component. At the elementary level, schools commonly develop the program one to two grades at a time, beginning in Preschool and/or Kindergarten. Typically schools develop their program starting as a strand and may ultimately transition to a whole school. Factors influencing decisions about transitioning from a strand to a whole-school TWI program include teacher resources, community interest, and stable student demographics, e.g., when community interest generates long waiting lists to enter the program.¹⁰

Transitional Bilingual Education Programs

In TBE, initial instruction is typically in the student's home language with a gradual transition to increasing levels of English instruction to prepare for a successful exit to, and full time placement in, a general education classroom. Teachers leverage students' linguistic and cultural resources to ensure language and literacy development and grade-level-appropriate content learning.

TBE programs accept newly enrolled ELs at any grade level. In early exit transitional programs, the transition takes place within three years; in late exit transitional programs the transition may take up to six years. The more closely ELs' prior experiences and background knowledge align with the academic and cultural expectations of U.S. schools, the more likely it is that they can move through the program quickly. Students who do not have these characteristics need more time. A gradual transition of at least four to six years is optimal to provide these students with the necessary support for academic success.

Language of Instruction

Content instruction begins in the home language, which is gradually phased out until students are able to successfully achieve in classrooms where the language of instruction is English. The amount of time used for content instruction in the home language and English in the TBE program varies according to the students' English language proficiency and grade levels. This shift in language of instruction continues for the student until the home language instruction is phased out.

TBE as a Strand within a School

TBE programs are generally a strand within a school. Collaboration among TBE, ESL/SEI, and general education teachers is important to integrating the program into the school. Best practice suggests that, if the TBE program is not located in a student's home school, parents should be given a choice whether to allow their child to continue to remain in the school after program exit or to return to their home school.

¹⁰ To see an explanation of advantages of TWI as a strand or whole-school program, please refer to www.cal.org/twi/FAQ/faq23.htm

Side-by-Side Comparison of TWI/TBE

| Program Features | Two-Way Immersion | Transitional Bilingual Education |
|---|--|---|
| Program Goals | <ul style="list-style-type: none"> • Goal is to promote bilingualism, biliteracy, cross-cultural competency, and high levels of academic achievement. | <ul style="list-style-type: none"> • Goal is for students to achieve long-term academic success through English-medium instruction in general education classrooms. |
| Legal Requirements (Massachusetts Law) | <ul style="list-style-type: none"> • No legal restrictions. • No parental waivers. | <ul style="list-style-type: none"> • Can be implemented when there are 20 or more students in a single grade from the same language group. • Parents must request waivers. |
| Student Population | <ul style="list-style-type: none"> • Program enrolls EL and non- EL students. • Program aims to enroll a balance of students who are speakers of English and the partner language, though there may be a wide range of proficiency in either or both languages due to prior literacy and learning experiences and other factors. | <ul style="list-style-type: none"> • Program enrolls ELs from a single home language background, though there will be a range of levels of proficiency in both English and the home language due to prior literacy and learning experiences and other factors. |
| Duration of Program | <ul style="list-style-type: none"> • Program typically starts in Kindergarten and extends for at least 5 years. • Some TWI programs do not enroll students after the first or second grade, though it may occur if it is the most appropriate placement for the student. • Students remain in program until completion, preferably through the secondary levels, to achieve full bilingualism and biliteracy. | <ul style="list-style-type: none"> • ELs can enroll at any grade level. • Students are exited from program when they demonstrate sufficient proficiency in English to perform grade-level work in the general education classroom. • In “Early Exit” programs transition takes place within 3 years; in “Late Exit” programs transition may take up to 6 years. • For most students a gradual transition of at least 4-6 years is optimal to provide them the necessary support for academic success. |
| Language of Instruction | <ul style="list-style-type: none"> • General education curriculum is learned through two languages throughout the program. • A minimum of 50% of instruction is in the partner language in the elementary grades. • Program models include a 50/50 model instruction time in the two languages is equally distributed throughout the program) and a | <ul style="list-style-type: none"> • General education curriculum is learned through two languages only until student is able to learn in English only. • Initial instruction is typically in the student’s home language with a gradual transition to increasing levels of English instruction. • The desired outcome is high levels of academic achievement in |

| | | |
|--|--|--|
| | <p>90/10 model (initial instruction for all students is primarily in the partner language with a gradual transition to a 50/50 distribution).</p> <ul style="list-style-type: none"> • Language distribution can be divided by subject, time, and/or teacher. • The desired outcome is high academic achievement in both languages, though time is required to achieve this outcome. | <p>English, though time is required to achieve this outcome.</p> |
| Instructional Strategies | <ul style="list-style-type: none"> • Academic conversations, The Bridge, comprehensible input, content-based instruction, cooperative learning, culturally responsive teaching, oral language development, metalinguistic awareness, process writing, project-based learning, scaffolding, sheltering techniques, theme-based instruction | <ul style="list-style-type: none"> • Academic conversations, The Bridge, comprehensible input, content-based instruction, cooperative learning, culturally responsive teaching, oral language development, metalinguistic awareness, process writing, project-based learning, scaffolding, sheltering techniques, theme-based instruction |
| Program and Student Integration | <ul style="list-style-type: none"> • Program can be a strand within a school or a whole-school program. • Programs typically begin as a strand and may grow to be a whole-school program. • Student integration is a program feature as students act as language models for each other. • Integration occurs at the classroom level. | <ul style="list-style-type: none"> • Program is a strand within a school. • Integration of ELs with English speakers occurs outside of the TBE classroom. |

TWI, TBE, or Both?

A decision whether to implement a TWI and/or a TBE program depends on a district's demographics, support of bilingualism and biliteracy, and its current and potential capacity to provide the resources needed for quality program implementation.

Summary and Checklist to Determine Programs

| | |
|--|---|
| <p>Two-Way Immersion (TWI)</p> <p>Population:</p> <p>Homogeneous EL population (single home-</p> | <p>Transitional Bilingual Education (TBE)</p> <p>Population:</p> <p>Homogeneous EL population (single home-</p> |
|--|---|

| | |
|---|--|
| <p>language background)</p> <p>Stable EL population</p> <p>Native English speakers and/or bilingual students who are proficient in English and not classified as ELs</p> <p>Instruction:</p> <p>Commitment to the sustained use of two languages for instruction</p> <p>Sustained literacy instruction through both English and the partner language (biliteracy is the goal)</p> | <p>language background)</p> <p>Instruction:</p> <p>Commitment to the short-term use of two languages for instruction</p> <p>Initial literacy instruction in the home language with the goal of transition to English literacy instruction (English literacy is the goal)</p> |
| <p>Checklist to Determine Program Type (TWI) (yes must be the answer for all below)</p> <p>The goals of my program are</p> <p>Bilingualism and biliteracy</p> <p>Cross-cultural competency</p> <p>High academic achievement</p> <p>My student population includes ELs and non-ELs, with a minimum of one third of either group</p> <p>A majority of ELs speak the partner language.</p> <p>At least 50 % of both content and language instruction is provided through the partner language.</p> <p>Students are integrated for instruction for most or all of the day.</p> <p>The program begins in Kindergarten and extends for at least 5–7 years</p> | <p>Checklist to Determine Program Type (TBE) (yes must be the answer for all below)</p> <p>All students are ELs from the same home language group.</p> <p>The goal of the program is long-term academic achievement in English.</p> <p>Home language is used to deliver content and literacy in conjunction with English language development.</p> <p>There are systematic opportunities for integration with students in general education classrooms and throughout the school.</p> <p>There is a systematic process for students to transition from home language to English-medium instruction until they are able to exit successfully.</p> |

Defining and Designing a Two-Way Immersion Program

Required Features of TWI programs

Two-way immersion programs are designed so that students will master academic content while becoming bilingual, biliterate, and multiculturally competent. Although there is flexibility in how TWI

programs are structured and how they are rolled out, certain features of TWI programs are essential. Essential components for this program include:

1. Maintaining a minimum of 50% of the daily instructional time in the partner language (at the secondary level, this may vary). In general, the two languages of instruction are kept separate by the teachers, although purposeful use of the two languages may be made for specific purposes, such as promoting metalinguistic awareness or an appreciation of language varieties;
2. Integrating students from both language groups throughout the day;
3. High academic expectations for all students; and
4. Initiating the program in the primary grades (PreK–K) and extending the program through at least the elementary grades (minimum of five to seven years of implementation).

Instructional Models

TWI Program Models in K-5

Adhering to the percentages of instructional time in English and the partner language is critical in order to give students the best opportunities to become bilingual and biliterate. There are two main program models, which are generally referred to as “50/50” and “90/10.”

In the 50/50 model, instructional time in English and the partner language is divided evenly at all grades, meaning that content and literacy instruction occurs in both languages from the outset. The language distribution can vary based on time, teacher, and/or content area. The most common approach is to provide instruction through one language in the morning and through the other language through the afternoon. This approach is frequently, but not always, combined with the use of a separate teacher for each language, as well as the division of content (e.g., math in one language and science in the other). Another possible approach, perhaps better for the older grades, is to alternate language of instruction by week—in other words, for students to spend one week receiving all instruction through English, and the following week receiving all instruction through the partner language. Unlike the half-day, half-day approach, this approach requires the instruction of all content areas through both languages, which requires extremely rigorous co-planning if two teachers (one for each language) are involved. (For a sample 50/50 schedule, see Appendix B: TWI Examples from the Field.)

In a 90/10 model, 90% of instruction in the first year is provided in the partner language, with 10% in English. Over time, the proportion of instruction in the partner language gradually decreases while the percentage of instruction in English gradually increases, until a proportion of 50% instructional time in each language is achieved. Some flexibility exists in these starting proportions (for example, some programs start with 80% instruction in the partner language and 20% instruction in English); however, by third or fourth grade, all TWI programs should reach a ratio of 50% instructional time in each language to ensure that students achieve balanced bilingualism and biliteracy. In most 90/10 or 80/20 models, initial literacy is provided to all students through the partner language, with English literacy added either as each individual child provides evidence of being ready, or uniformly to all students by Grade 3. Regardless of approach, all 90/10 or 80/20 programs should be providing formal literacy instruction in both languages by third grade.

For all program models, it is important to keep in mind that all instructional time counts in determining these ratios—in other words, time spent in art, music, physical education, computers,

and the library should all count as instructional time in the given language. Programs that provide less than 50% of instruction through the partner language for any groups of students do not fit the TWI definition.

The decision for which program model to implement depends upon a number of factors including district support, language proficiency of teachers and staff, parent and community preferences, and availability of instructional materials.¹¹

TWI Program Models in Grades 6-12

Currently there is limited research on Two-Way Immersion programs at the secondary level. They differ from Two-Way Immersion programs at the elementary level in a few key areas: student population, availability of trained dual-language content teachers, and instructional resources to support the academic content. In most middle and high school programs, students enter from elementary or middle school TWI programs with strong academic language, literacy, and content knowledge and skills in two languages. English language learners with literacy in their home language may also enter at any point in the Grades 6–12 pathway.

Secondary programs generally offer a 60/40 ratio of English to the partner language. Courses in English language arts and in language arts of the partner language are fundamental to the goals of bilingualism. In addition to the language arts course, one or two content courses (science, math, or history) are generally taught in the partner language.

Student Integration

The student body of a TWI program includes native English speakers, native speakers of the partner language who are learning English (usually labeled ELs by the state and LEPs by federal law), and bilingual students (sufficiently proficient in English so as to not be labeled EL/LEP and also proficient in the partner language to varying degrees). It is recommended that such students be enrolled in the following proportions:

- No less than 50% and no more than 70% of the population served in a TWI program should consist of EL/LEP students.
- No less than 30% and no more than 50% of the student population served in a TWI program should consist of native English speakers, or bilingual students who are fully English proficient.

In order to determine whether a school has the student body composition for a TWI program, the language (oral and written) competencies of students must be properly assessed upon enrollment. For state-approved assessments when identifying ELs for the program, see the [Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners, August 2015](#).¹² Although such assessment is expected to occur at the district level, enabling the district and school to work together more effectively in placing students, it may be necessary to re-assess some

¹¹ For further guidance on selecting a program model, please refer to Howard, E., Olague, N., & Rogers, D. (2003). *The dual language program planner: A guide for designing and implementing dual language programs*. Center for Research on Education, Diversity & Excellence.

¹² For an additional listing of home language assessments, please refer to <http://www.cal.org/twi/assessment.htm>

students upon assignment to the TWI program. Ideally, students enter the program at the PreK or K level. However, students who arrive later and are assessed to have the requisite language and content knowledge in the partner language may enter the program.

TWI programs may also include small percentages of students known as “third language speakers”—that is, students whose home language is neither English nor the partner language. These students are typically enrolled on a case-by-case basis by parent request. Aside from language proficiency, there are no defining criteria for participation in TWI programs. Students from a variety of socioeconomic levels and educational needs can all be successful in TWI programs given the correct support.

The integration of students across linguistic and cultural groups is a critical component designed to give students the opportunity to learn from their peers. It also addresses issues of equity, e.g., each language has a turn in being the “language of power.” Such integration is crucial for math, science, language arts, and social studies, not just for special subjects (such as music, art, and physical education). Integration is also the key to developing cross-cultural competencies and an understanding of different cultures. In TWI programs, students are integrated for all or most of the day.

Expectations about Equity and High Academic Achievement

Creating structures and practices that ensure the equitable treatment of students, teachers, and families from different cultural communities is essential in the implementation of TWI programs. Equally essential is ensuring alignment with state standards that lead to high academic achievement and higher-order thinking for all students. TWI programs are designed to integrate students of all backgrounds and abilities, including students with special needs. Differentiation of instruction is an essential component to ensuring that each student achieves at his/her highest potential.

Length of Program

TWI programs operate for at least five years, and must run at least through the full span of elementary school, preferably through middle school and if possible, through high school. A minimal 5–7 year participation in TWI is required for students to learn English and the partner language and to perform at or above grade level.

Supports and Resources

Personnel

It is essential for administrators, teachers, and staff in TWI programs to understand and support the mission and goals of the program. To do this, all program personnel must have a deep understanding of the theoretical rationale of immersion education and must be able to implement the chosen program model with fidelity and articulate it to others.

Additionally, it is crucial that administrators, teachers, specialists, and support staff (e.g., office staff, assistant teachers, and parent liaisons) demonstrate cross-cultural competency and bilingualism and biliteracy (or at least positive attitudes toward bilingualism and biliteracy and a willingness to learn

additional languages) in order to do their jobs effectively and serve as role models for students and their families. The TWI program should be a diverse community of linguistically and culturally aware educators who come together to reflect, support, and learn from each other as they negotiate and monitor the similarities and differences across instruction in two languages and cultures.

District Leadership

A district-level commitment to supporting dual language education is essential. This commitment is demonstrated by establishing policies that are inclusive of the goals and essential elements of the program, e.g., assessing students in the two languages of instruction. Examples of this commitment may include the following:

- Carefully reviewing demographic data to consider trends and changes in linguistic populations;
- Ensuring aligned goals and support for the program at the district and school;
- Allocating funding for teacher hiring and training, materials, initial program planning, and resources for parent engagement;
- Equitably meeting the needs of TWI programs through all district-level departments (student services, curriculum, professional development, and human resources);
- Appointing school leadership that has the training to develop and articulate a clear vision for the program;
- Providing ongoing professional development specifically designed for TWI administrators, teachers, *and* staff;
- Creating a well-established Parent Information Center with procedures to assess listening, speaking, reading, and writing in both English and the child's home language, as well as trained bilingual/multicultural staff to meet with parents to discuss and explain TWI program options; and
- Making available written materials for parents with the definition and program features of TWI programs in all partner languages.

School Leadership

It is important to have a strong and enduring school principal who is responsible for the day-to-day decision making and operation of the TWI program. In some cases, the principal may designate a dual language program coordinator who supervises and oversees the program. First and foremost, the school leaders should possess the commitment and confidence to ensure the success of the selected program model. The principal, program coordinator, coaches, and teacher leaders should have knowledge of second language development as well as bilingual and immersion education theory and research. They should also have the ability to navigate cross-cultural differences and intergroup experiences, and awareness of how to build equity across languages, instructional methodologies, and effective classroom practices. For the time being, the Commonwealth requires a Sheltered English Immersion (SEI) Endorsement.

Teachers and Staff

One critical consideration in launching a program is the hiring and placement of qualified TWI teachers. As in any quality education program, teachers in TWI programs must possess knowledge of the subject matter, curriculum, instructional strategies, methods of differentiation, and assessment. In TWI programs, however, teachers require additional knowledge, skills, and

competencies. These include an understanding of bilingual and second language acquisition theory, language teaching strategies, and culturally responsive practices.

Finding and hiring bilingual/biliterate/multicultural teachers and staff with the appropriate skills in the partner language is a particular challenge for principals of TWI programs. Interviews conducted in the partner language and observations of a candidate teaching a lesson in the partner language by school administrators or program directors are ways of gauging proficiency in the languages of the program. In addition, pre-service and in-service training are key components for the successful implementation of a TWI program because they both prepare new teachers and deepen the competencies of experienced teachers. Specialized training may include strategies for promoting literacy in the partner language across the grade levels, ways to foster cultural competence, sheltering strategies, and bridging to promote cross-linguistic connections and metalinguistic awareness. (See Appendix E: Instructional Strategies for Second Language Development for descriptions of these and other instructional approaches.) Partnering with teacher prep programs at institutes of higher education will increase opportunities for coaching in these areas and for other forms of professional growth, such as teacher involvement in action research. In addition, this kind of partnership ensures a supply of student teachers trained to work in TWI programs.

Curriculum

Well-implemented dual language programs are rigorous in that they set high academic standards and expectations for all students in two languages through all content areas (literacy, math, science, history, technology, and the arts). Elementary and secondary curricula that are established for all students in the district are the same for two-way immersion students, with the understanding that content is designed, adapted, and delivered in both languages for students at all levels of proficiency, using a variety of scaffolding and sheltering instructional strategies. The full acquisition of two languages and academic skills takes time, however, and progresses on a different trajectory than in monolingual programs.

Academic coursework is expected to be aligned with the Massachusetts Curriculum Frameworks. TWI programs require:

- Linguistically and culturally authentic bilingual books of many genres as well as other materials and technology in the partner language as well as in English;
- High-quality, academically challenging curriculum in both languages that incorporates oracy and higher-order thinking; and
- Multi-sensory materials and instruction (visual, auditory, kinesthetic, etc.) in order to address the variety of different learning styles.

Because students are expected to learn language as well as content, language objectives are incorporated into the curriculum planning.¹³ This requires that:

- Language and literacy be developed across the curriculum in both languages;
- All subject area teachers develop and assess language objectives for promoting academic language, in addition to content objectives; and

¹³ For Spanish language standards and benchmarks, please refer to <http://www.cal.org/twi/standards.htm> or <https://www.wida.us/standards/sla.aspx>.

For English language development standards, please refer to <https://www.wida.us/standards/eld.aspx>

- Grade/Subject-level teams dedicate planning time to develop language objectives aligned with curriculum.

The visions and goals of dual language education include cultural competence and global awareness, therefore, the curriculum also needs to reflect and value students' cultures. This requires:

- Materials that reflect students' culture and life experiences;
- Deep understanding of students' prior knowledge, their prior schooling experience, and their cultural worldviews and behaviors (e.g., collectivism vs. individualism); and
- Curriculum specifically designed to increase students' ability to work effectively within and navigate across cultural and other differences.

Instruction

A variety of teaching approaches must be used in a TWI program to address first and second language development along with content learning. Teaching in TWI programs by definition requires ongoing, simultaneous attention to language and content objectives in and across both languages of instruction. In addition to having the required knowledge and skills to impart content area instruction, all teachers need to be skilled and knowledgeable about second language acquisition and how to support students at varying levels of proficiency. They must also be able to plan for content-based language and literacy instruction which is frequently known as English language development (ELD)/Partner language development (PLD). The ELD/PLD form of instruction includes all students from all language proficiency profiles, although differentiation may occur, as needed depending upon the task and objectives. In some cases, teachers may find that some students and/or classes require greater differentiation than others, resulting in the need for targeted ELD/PLD, which may take a variety of approaches. For example, teachers at the same grade level may work together to provide targeted instruction to homogeneous groups of students, or specialist teachers (e.g. ESL) may partner with classroom teachers to provide co-teaching in the classroom, push-in support, and/or pull-out support. This type of partnership between the second language specialist and the classroom teacher is particularly crucial when the classroom teacher is still developing her competence in language-content integration and needs further support.

While all high quality programs for bilingual students have skilled classroom teachers - coupled with specialists as needed - dual language programs are distinct in that instruction is distributed across two languages. This requires the English and partner language teachers to work together to ensure that they are providing opportunities for students to leverage their full bilingual repertoire as they are developing language and literacy skills as well as content. Because dual language programs provide support within and across languages of instruction, and second language support is embedded into standard instruction in each language, the accountability formulas applied to other instructional approaches for ELs are not appropriate.

The various teaching approaches used in a TWI program should be student centered, inquiry-based, hands-on, differentiated, and cooperative. Differentiated instruction adapts for students' age/grade level, proficiency in both languages, and content knowledge while maintaining high expectations for all students.

The following techniques must be used with every student and in both languages in TWI programs:

Sheltering Techniques

Sheltering instruction for TWI makes language comprehensible for language learners while teaching content in each of the programs languages. Teachers must be proficient with the use of language objectives, visual aids, modeling, peer interactive strategies, cooperative learning and use of formative assessments to check comprehension as well as alternative summative assessments to get a full picture of student learning. Besides making language and content comprehensible, sheltering techniques provide stimulating and meaningful language input and output. Oral production (speaking) resulting from the use of these techniques is essential for language modeling and practice. For guidance in planning, delivering and assessing sheltered instruction there are a variety of protocols available including: Rethinking Equity and Teaching for English Language Learners (RETELL)(click [RETELL](#) for detailed information), [Sheltered Instruction Observation Protocol](#) (SIOP), [TWIOP](#) (Two Way Immersion Observation Protocol), and [GLAD](#) (Guided Language Acquisition Design) adapted for TWI programs. Qualified dual language teachers should receive explicit training in the use of these protocols.

Metalinguistic Awareness

It is essential that teachers understand what language skills they need to develop at each grade level and in each language. Teachers are trained to analyze student's language development along a biliteracy continuum. This biliteracy continuum depends on variables such as student demographics, program model, and partner language. Programs should collect their own data to identify the biliteracy continuum particular to their program. Both social and academic language skills are being developed, so second language learning activities need to be explicitly planned for and provided. Because dual language learners transfer knowledge from one language to another (known as cross-linguistic transfer) they can often recognize how the two languages are similar and different. This metalinguistic knowledge is a skill that is explicitly developed and planned for as the teacher "bridges" the two languages.

The following additional techniques are also used with every student and in both languages in TWI programs: academic conversations, comprehensible input, content-based instruction, cooperative learning, culturally responsive practices, oral language development, process writing, project-based learning, scaffolding, theme-based instruction, and The Bridge (For technique descriptions, see Appendix E: Instructional Strategies for Second Language Development.)

English as a Second Language (ESL) Services

ESL Is a required component for all ELE programs, including Two Way Immersion. (For more information, please refer to the following: 1. "Focus of ESL Instruction in Massachusetts"¹⁴ and 2. [Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners](#))

Assessment and Accountability

As with all educational programs, assessment and accountability take place at different levels: the state, district, program, and student levels. The focus of assessment at each of these levels varies, but overall assessment is essential for ensuring the quality of programs, growth of student learning,

¹⁴ Document available soon

guiding instruction, and program and professional development. Utilizing both formative and summative assessment provides a complete picture of student learning over time.

Though TWI programs will overlap with other programs in terms of many of the types and purposes of assessment practices, there will be areas where the assessment is distinct. From the outset it is important to understand the “linguistic repertoire” that each student brings with them. Increasingly, students who enter TWI programs are able to speak and understand more than one language at differing levels of proficiency. Therefore, the first step in student assessment is to determine the language resources and strengths of the students in the program.

Assessment for entry criteria, identification, and placement of ELs:

- To determine the English Language Proficiency (ELP) level of the student, please refer to the [Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners](#)

In TWI programs, incoming assessment is essential for all students regardless of their designation as EL or non- EL. This gives us information about the students’ levels of proficiency in English and in the partner language.¹⁵

TWI students (ELs and non- ELs) are working toward establishing biliteracy and academic skills in English and the partner language, and these need to be assessed and analyzed with equivalent standards. In addition to assessing content knowledge and skills, TWI programs need to assess and monitor students’ oral and written academic language development in two languages over time. Assessments in both languages must be given equal weight.

Programs are strongly advised to create their own data systems to monitor student progress over time as standardized state assessments will not always capture the complexity of learning in TWI programs.¹⁶ Some examples of complementary formative assessments are second-language learning checklists and rubrics, speaking and writing prompts differentiated according to language proficiency levels, and collections of student work in portfolios. In TWI programs, assessment data have the added purposes of ensuring alignment between elementary and secondary levels and demonstrating program effectiveness for the purposes of advocacy and policy making.

The goal of developing students’ cross-cultural competency is central to the mission of TWI education. While frequently overlooked due to a lack of well-developed measures, assessment of this goal deserves attention. Some programs are using surveys, sociograms, observations, or other tools to assess cross-cultural competency, e.g., in instructional practices, language choices, interpersonal exchanges, etc.

Program Evaluation

TWI programs should include provisions for their evaluation. Most important is the ongoing monitoring of the language ratio used for instruction, ensuring that 50% of content instruction is delivered in the partner language. Also crucial is ensuring that instruction is of high quality and

¹⁵ For an updated description of language assessment instruments, please refer to <http://www.cal.org/twi/assessment.htm>

¹⁶ For a guide to creating data systems to monitor student progress, refer to Strand 1 (Assessment and Accountability) in <http://www.cal.org/twi/guidingprinciples.htm>

aligned with standards, and that assessments capture formative and summative data consistent with the program's goals. Professional development should be evaluated to build capacity and ensure quality of instruction. Procedures should be in place for evaluating whether the school maintains a climate in which the partner language is given an equal status to English. The presence of bilingual office staff is important, and announcements, signage throughout the building, school-home communications, and school performances should be in both languages. For further information on program evaluations, see [Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners, August 2015](#).¹⁷

Family and Community

Parents of ELs should be informed of their child's federally protected rights to language supports that will allow the child to participate meaningfully in school programs and activities, and how to advocate for the child to be placed in this program model when it is available in districts. Parents of ELs and communities should have access to information about what constitutes a quality, well-implemented TWI program so they can support the program and their child's successful participation in the program. Schools are responsible for explaining the service options to the parents of ELs. At the time of enrollment, parents of students in TWI programs need to be fully informed that in dual language programs content is taught in two languages, and that a partner language is used to teach at least 50% of the time. Furthermore, parents should expect that homework is assigned in the partner language in all content areas and that therefore home literacy practices (e.g., reading aloud to children at home, speaking in the home language) and support of the goals of the program are critical. Parents should also be aware that in order to reap the full benefits of a dual language education, students need to stay in the program for five to seven years.

Examples of parent education may include: dual language curriculum and instructional nights; provision of dual language school handbooks; and specific parent and community trainings in such areas as dual language acquisition in the primary grades, promoting bilingualism for students with special needs, understanding the benefits of bilingualism and biliteracy, and avenues for parent/teacher partnership in a dual language program. Information for families on TWI education is available from a number of websites in a number of languages.¹⁸

TWI programs offer parents and community members the opportunity to interact at the school and district levels with trained bilingual staff that are proficient in their home languages. In building school/family partnerships, it is critical that school authorities support and promote the equitable participation of parents of students who speak the partner language in school governance, such as school-site councils and other decision-making teams. Parents of students who speak the partner language should also be recruited to be involved in the school's volunteer program, in the identification and integration of resources from the community, and in the overall advocacy of the program's goals and success.

¹⁷ For additional tools for program evaluation, see Howard, E. R., Sugarman, J., Christian, D., Lindholm-Leary, K. J., & Rogers, D. (2007), [Guiding principles for dual language education](#), and Lindholm-Leary, K., & Hargett, G. (2007), [Evaluator's toolkit for dual language programs](#)

¹⁸ See the Center for Applied Linguistics [FAQ](#) for resources on parent information materials in English and Spanish.

Defining and Designing a Transitional Bilingual Education Program

Essential Features of TBE Programs

TBE programs are designed to respond flexibly to students at different English proficiency levels, who are fluent in their home language. Typically in TBE, initial content and literacy instruction is in the student's home language, paired with systematic and sequential ESL instruction. There is a gradual transition to increasing levels of English instruction to prepare for a successful exit to, and full time placement in, a general education classroom. Teachers leverage students' linguistic and cultural resources to ensure language and literacy development and grade-level-appropriate content learning.

Key features include

1. Clear articulation of the role and use of the students' home language and English to support language and literacy development and mastery of grade-level content;
2. Integration of students in the TBE program to the largest extent possible without compromising the integrity of their education; and
3. High academic expectations for all students.

Instructional Model

TBE programs are dynamic in nature. Students may enter the program at any and multiple grade levels. The student population may constantly change; therefore the program structure needs to be flexible. The program must monitor and respond to the varying language development needs for instructional planning and in particular, for planning for the integration with students in the general education classroom.

Literacy and content instruction in the home language is increasingly phased out until students are able to successfully achieve in classrooms where the language of instruction is English. The amount of time used for content instruction in the home language and English in the TBE program varies according to the students' English language proficiency and grades. Additionally, it is important to remember that the instruction of the home language and English will vary based upon the makeup of the students in the classroom at each grade level and different points in time.

Pathways in TBE

Current practice acknowledges two transition models: early-exit and late-exit. However, best practice endorses a student-centered approach to determine an effective pathway for students "to perform ordinary classroom work in English without significant instructional support", e.g., without adapted or simplified language structures or materials.

Students

TBE programs are designed for an EL population with a shared language background, e.g., TBE Spanish Program or TBE Portuguese Program.

TBE programs accept newly enrolled ELs at any grade level. Students are first identified as Limited English Proficient, speaking no or very low proficiency levels of English by administering a home language survey and assessing their English language proficiency. To determine the English Language Proficiency (ELP) level of the student, please refer to the [Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners, August 2015](#).

The intake process includes assessment of the students' home language proficiency and of their academic achievement level in their home language. This information is relevant to the continued academic instruction for these students, as academic development initially continues in their home language.

Decisions regarding an EL's placement in a TBE program must be based on a number of factors, including (but not limited to) parent choice, age of student, time of arrival to the US, schooling experience in the country of origin and/or in the US, academic achievement in the home language, and language proficiency in the home language and English.¹⁹

Given that in different countries, the grade-appropriate age differs from that of U.S. schools, determining the student's schooling experience is important. In some countries, schooling is similar to the US, but in many other countries, age/grade timelines may differ. (See the "Grade and Age Equivalent" table in Appendix D: TBE Examples from the Field.)

Waiver Process

Current regulations require a waiver for student placement in the TBE program. (See [Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners, August 2015](#))

Expectations about Equity and High Academic Achievement

Creating structures and practices that ensure the equitable treatment of students, teachers, and families from different cultural communities is essential in the implementation of TBE programs. Equally essential is ensuring alignment with state standards that lead to high academic achievement and higher-order thinking for all students. TBE programs are designed to integrate students of all backgrounds and abilities, including students with special needs. Differentiation of instruction is an essential component to ensure that each student achieves at his/her highest potential.

Length of Program

Student characteristics that inform the pathway designation for students are prior schooling, background knowledge, and evidence of traumatic experiences. The closer the student's prior experiences and background knowledge align with the academic and cultural expectations of U.S. schools, the more likely it is that they can move through the program at a more rapid pace. Students who do not have these characteristics need more time. Some ELs have experienced significant trauma prior to arrival in the United States that may affect their trajectory through the program. For these students, appropriate social emotional supports related to a student's traumatic experience are essential to enabling the student to access the curriculum. "Children experiencing some type of

¹⁹ [WIDA Bulletin Focus on Language & Culture, May 6, 2009, Volume 1, Issue 2](#)

trauma are likely to struggle in school with language and communication, attentiveness to classroom tasks, regulating emotions, and engaging in the curriculum.” (See Trauma Sensitive Schools at <http://www.doe.mass.edu/tss/>) A gradual transition of at least four to six years is optimal to provide these students with the essential academic skills.

Planning for Integration and Program Exit

A unique feature of a good TBE program is careful alignment of the program with the rest of the programs in the school. To avoid segregation, TBE student integration should be an integral part of program development and implementation, including integration of students in arts, music, special events, extra-curricular activities, and other special areas. Collaboration with SEI or general education classroom teachers and shared teaching opportunities (in English) can further support academic and linguistic development for students in the TBE program.

In addition to student integration, TBE program staff also needs to articulate a transition plan for individual students from the TBE program to the general education classroom. A transition plan is implemented to provide a road map for progressing from the TBE program to placement in a general education classroom. A transition plan identifies students’ reclassification status and calls for ELs to receive instruction with proficient English speakers in their new classroom setting for academic instruction, such as math, social studies, and science. Based on the student’s reclassification status, the plan stipulates the transition time required for each individual, whether that be for some, most, or all of the day and in what content areas until a complete move to the general education classroom can occur. At the secondary level, transition pathways vary and look different, e.g., a student may be enrolled in an SEI Math class and at the same time, enrolled in a TBE science class. There is also a greater need for communication between teachers and counselors for students who are in the process of being reclassified.

School Based Teams (see [Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners, August 2015](#)) identify TBE students ready to participate in general education classrooms by reviewing a variety of assessments (formative, summative, standardized) in English language proficiency, academic achievement, and classroom performance. At the elementary levels, an individual learning plan is crafted for the student and includes identifying the academic teacher and classroom that will be paired with the TBE classroom teacher to facilitate partial or full transition. (Note: as of July 2016, a core academic teacher who is assigned an EL must either have the SEI Endorsement or obtain it within one year of the date of the student assignment.)

Reclassification Process of ELs in TBE

The student is reclassified from EL/LEP to FEL (Former English Learner) when the student is deemed English proficient and can participate meaningfully in all aspects of the general education program without adapted or simplified language structures or materials. Once FLEP status is determined the child’s name is added to the monitoring list for follow-up and parental notification is made. For criteria for reclassification of ELs, please refer to the [Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners, August 2015](#).

Supports and Resources

Personnel

It is essential for administrators, teachers, and staff in TBE programs to understand and support the mission and goals of the program. To do this, all program personnel must have a deep understanding of the theoretical rationale of bilingual education and be able to implement the chosen program model with fidelity and articulate it to others.

Additionally, it is crucial that administrators, teachers, specialists, and support staff (e.g., office staff, assistant teachers, and parent liaisons) demonstrate cross-cultural competency and bilingualism and biliteracy (or at least positive attitudes toward bilingualism and biliteracy and a willingness to learn additional languages) in order to do their jobs effectively and serve as role models for students and their families. The TBE program should be a diverse community of linguistically and culturally aware educators who come together to reflect, support, and learn from each other as they negotiate and monitor the similarities and differences across instruction in two languages and cultures.

District Leadership

Districts play a key role in the success of a TBE program. At the onset, a well-established Parent Information Center has:

- Trained bilingual/bicultural staff to meet with parents at registration and at the school building to discuss program options;
- A definition of the TBE program as a parent request of programming in the district; and
- A process to assess language (speaking, reading and writing) in both English and the child's home language at the intake level.

District and school committee support:

- Policies that are inclusive of the goals and components of TBE programs (e.g., assessing students in the two languages of instruction for progress monitoring, and providing guidelines for scheduling ELD time within the TBE program structure);
- District-level departments (e.g., curriculum, professional development, and human resources) that take responsibility for meeting the needs of the TBE program;
- Equitable allocation of resources and materials in the program's home language that is supported by an appropriate infrastructure and budget;
- Ongoing professional development specifically designed for TBE contexts to support quality implementation of TBE programs; and
- Effective implementation of, and compliance with, the program design.

School Leadership

The principal supports:

- Development of a clear vision for the program goal of learning English;
- Awareness of the impact on TBE programs of policies designed for general education;
- Equitable allocation of resources and materials in the program's home language that is supported by an appropriate infrastructure and budget;

- Ongoing professional development specifically designed for TBE contexts to support quality implementation of TBE programs; and
- Effective implementation of, and compliance with, the program design.

Teachers and Staff

As in any quality education program, teachers in TBE programs must possess knowledge of the subject matter, curriculum, instructional strategies, methods of differentiation, and assessment. In TBE programs, however, teachers require additional knowledge, skills, and competencies. These include an understanding of bilingual and second language acquisition theory, language teaching strategies, culturally responsive practices, collaborative teaching practices, and the WIDA Frameworks.

Currently, existing license requirements for TBE staff are:

- an academic license (category - early childhood, elementary or secondary subject matter area)
- Transitional Bilingual Learning endorsement/Transitional Bilingual Education license
- Sheltered English Immersion (SEI) endorsement

For more information on licensure, go to [MA DESE Office of Educator License](#) and [English Language Learners Teacher Qualification](#)

TBE programs require teachers who are proficient in their language of instruction (social and academic language), and preferably from the same cultural background of the students enrolled. TBE teachers need to possess high levels of cross-cultural competency, which necessarily requires an ability to engage in self-reflection and to develop awareness about oneself and others.

When English instruction is provided by an ESL teacher, TBE teachers should work closely with and collaborate with this teacher to ensure that instruction between and across the two languages is optimized for the student. Common planning time is essential in order to coordinate language instruction both for content areas and initial English language development. They must also coordinate and/or collaborate with many colleagues in the school and district, such as other grade-level teachers and other specialists who serve the students.

Decisions about the allocation of the home language and English are more complex in a TBE program due to the constantly changing student population. Through regular, on-going assessment of student learning, TBE teachers determine what language distribution works best for the composition of their class, keeping early- and late-exit pathways in mind.

A challenge of TBE programs can be finding and hiring staff with all the necessary knowledge, skills, and competencies. Therefore, ongoing professional development and in-service training are key components in a TBE program. These include an understanding of bilingual and second language acquisition theory, language teaching strategies, and culturally responsive instructional practices; cross-cultural competency; and for at least a subset of the teachers, native or native-like proficiency (in both academic and social realms) in the students' home language.

Curriculum

Well-implemented dual language programs are rigorous in that they set high academic standards and expectations for all students in two languages through all content areas (literacy, math, science, history, technology and the arts). Elementary and secondary curricula established for all students in the district are the same for TBE students, with the understanding that content is designed, adapted, and delivered for students at all levels of English proficiency, using a variety of scaffolding and sheltering instructional strategies. Non-academic subjects such as art, music, and physical education taught in English also need to be supported with sheltered instructional practices. The full acquisition of English and academic skills takes time, however, and progresses on a different trajectory than in monolingual programs.

Academic coursework is expected to be aligned with the Massachusetts Curriculum Frameworks. TBE programs require:

- Linguistically and culturally authentic bilingual books of many genres as well as other materials and technology in the partner language as well as in English;
- High-quality, academically challenging curriculum in both languages that incorporates oracy and higher-order thinking; and
- Multi-sensory materials and instruction (visual, auditory and kinesthetic, etc.) in order to address the variety of different learning styles.

Because students are expected to learn language as well as content, language objectives are incorporated into the curriculum planning.²⁰ This requires that:

- All subject area teachers develop and assess language objectives for promoting academic language, in addition to content objectives; and
- Grade/subject-level teams dedicate planning time to develop language objectives aligned with curriculum.

The visions and goals of TBE include cultural competence and global awareness, therefore, the curriculum also needs to reflect and value students' cultures. This requires:

- Materials that reflect students' culture and life experiences;
- Deep understanding of students' prior knowledge, prior schooling experience, and cultural worldviews and behaviors (e.g., collectivism vs. individualism); and
- Curriculum specifically designed to increase students' ability to work effectively within and navigate across cultural and other differences.

Instruction

Students in TBE programs come from different schooling experiences and have developed cognitively and culturally different ways of understanding and interpreting the world around them. Instruction needs to encompass and address student's cultural, learning, and social-emotional (e.g., trauma and acculturation) experiences. Academic growth, while expected of all students, is accessible for TBE students through cognitively challenging and meaningful academic work in the student's home language along with content taught through students' second language, English.

²⁰ For Spanish language standards and benchmarks, please refer to <https://www.wida.us/standards/sla.aspx>
For English language development standards, please refer to <https://www.wida.us/standards/eld.aspx>

When instructing in the home language, acknowledgement must be made of the educational practices from the students' native countries and cultures. Instructional plans bridge what students know and can do from their former schooling experience to US schooling experience. Building upon the student's language and cultural assets is essential to a smoother and more effective transition into general education.

A variety of teaching approaches must be used in a TBE program to address second language development. The various teaching approaches used in a TBE program should be student centered, inquiry-based, project-based, differentiated, and cooperative. Differentiated instruction adapts for students' age/grade level, proficiency in English, and content knowledge. The following techniques must be used for English instruction in TBE programs: academic conversations, comprehensible input, content-based instruction, cooperative learning, culturally responsive teaching, metalinguistic awareness, oral language development, process writing, project-based learning, scaffolding, sheltering techniques, theme-based instruction, and The Bridge. (For descriptions, see Appendix E: Instructional Strategies for Second Language Development.

A transitional program of instruction in TBE programs includes an ESL component designed to develop skills in listening, speaking, reading, and writing in English. Standards-based subject matter instruction is provided in the student's native language with intensive support in ESL. Teachers allocate specific time to English Language Development (ELD) and use content to make learning English as an additional language meaningful and develop academic English. To see MA DESE recommended guidelines for ESL (or ELD) instruction, go to [Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners](#)

Assessment and Accountability

As with all educational programs, assessment and accountability take place at different levels; the state, district, program, and student levels. The focus of assessment at each of these levels varies, but overall assessment is essential for ensuring the quality of programs, for growth of student learning, for guiding instruction, and for program and professional development. Utilizing both formative and summative assessment provides a complete picture of student learning over time.

TBE programs use assessment for a variety of purposes including identification and classification, progress monitoring, and reclassification. At the outset, assessments in both English and the home language are used to accurately determine baseline language and literacy levels as well as academic content knowledge of participating students, in order to identify needs and build upon strengths. During the time of home language instruction, both literacy and content assessments in the home language should be administered along with summative and formative assessments in English. By the time of program exit, assessments are conducted exclusively in English. In order to be reclassified as fully English proficient and transition to a general education classroom, students must demonstrate both advanced levels of academic English proficiency (WIDA level 5) as well as grade-level academic achievement (i.e. proficiency in MCAS ELA) as measured by standardized assessments. Please refer to the [Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners, August 2015](#).

Programs are strongly advised to create their own data systems to monitor student progress over time as standardized state assessments will not always capture the complexity of learning in TBE programs. Some examples of complementary formative assessments are second language learning checklists and rubrics, speaking and writing prompts differentiated according to language proficiency levels, and collections of student work in portfolios. In TBE programs, assessment data have the added purpose of ensuring alignment between elementary and secondary levels and demonstrating program effectiveness for the purposes of advocacy and policy making.

The goal of developing students' cross-cultural competency is central to the mission of TBE education. While frequently overlooked due to a lack of well-developed measures, assessment of this goal deserves attention. Some programs are using surveys, sociograms, observations, or other tools to assess cross-cultural competency, e.g., in instructional practices, language choices, interpersonal exchanges, etc.

Monitoring

Regulations require that ELs participate in state standardized assessments in English, e.g., MCAS ELA, Math, and Science. For exemptions, see [Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners, August 2015](#).

Upon transition from the program, students are actively monitored in accordance with state guidance on reclassification of ELs. See FEL Monitoring Form, [Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners, August 2015](#). If a Former EL fails to make academic progress after his or her EL classification has been removed, the school-based team meets to determine potential reclassification as an EL and return to the TBE program. (See [Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners, August 2015](#).)

Program Evaluation

TBE programs should include provisions for their evaluation. Most important is ensuring that instruction is of high quality and aligned with standards, and that assessments capture formative and summative data consistent with the program's goals. Professional development should be evaluated to build capacity and ensure quality of instruction. Administrators should work closely with their school community to creatively and effectively use their human and fiscal resources to deliver high-quality programs to ELs. Considering the presence of bilingual administrators, guidance counselors, psychologists, paraprofessionals and office staff is also important. In addition announcements, signage throughout the building, school-home communications, and school performances should be in both languages. For further information on program evaluations, [see Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners, August 2015](#).

Family and Community

Parents need to understand their civil rights and how to advocate for the child to be placed in this program model. At the intake process, language assessment specialists meet with parents and explain the results of the intake bilingual assessments, either in the home language or in English, and discuss the program and recommendation for placement in the TBE program. Parents have the opportunity to ask clarifying questions about the TBE program at the various grade levels and visit

the school prior to making the written request to the school principal that their child be placed in the TBE program.

For more information, see:

- [Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners](#) (Notify Parent)
- [General Laws Chapter 71A/Section 5](#) (Parental Waivers)

As part of the acculturation process and the requirement to inform parents about their child's EL program within the first 30 days of placement, school leaders, program directors, and other school personnel in charge should provide information to parents to learn about the Massachusetts public education system, e.g., explanation of the school day structure, the curriculum content and goals, the existing resources in the school, the school-wide expectations, and how to advocate for their child. Additionally, just as students may experience trauma, families will need social emotional support to help their children succeed in school. Schools can serve as a conduit for families to access community resources.

Parents and communities should have access to information about what constitutes a quality, well-implemented TBE program so they can support the program and their child's successful participation in the program. At the time of enrollment, parents of students in TBE programs need to be fully informed that instruction in the home language is a support to stay on track with academics while learning English and that continued development of the home language is not a goal of the program. Information for families on bilingual education is available from a number of websites in a number of languages.²¹

TBE programs offer parents and community members the opportunity to interact at the school and district levels with trained bilingual staff that are proficient in their home languages. In building school/family partnerships, it is critical that school authorities promote the equitable participation of parents of students who speak the partner language in school governance, such as school-site councils and other decision-making teams. Parents of students who speak the partner language should also be recruited to be involved in the school's volunteer program, in the identification and integration of resources from the community, and in the overall advocacy of the program's goals and success.

²¹ See resources at <http://www.colorincolorado.org/families/>.

Glossary of Key Terms

Additive bilingualism (or multilingualism): Additive bilingual environments are context in which there is substantial support for children to maintain their home language as they acquire an additional language.

Bilingual education: “Used both as an umbrella term for dual language and transitional bilingual programs, and synonymously with transitional bilingual programs.”²²

Biliteracy: The ability to read, write and speak in two languages for a range of communication purposes.

English language learners (ELs): A student who does not speak English or whose home language is not English, and who is not currently able to perform ordinary classroom work in English (G.L. c. 71A § 2 (d)).

Home language: the language(s) spoken at home by members of the household

Immersion “(referring to a technique or a method): A method in which teachers speak in the partner language exclusively during instructional time. (Immersion) may be used in immersion programs or in traditional foreign language classes at any grade level.”²³

Partner language: “Alternative term for the language other than English that is used for instruction in programs in the United States. Preferred term in dual language, in which both English and the foreign language are ‘targets’ for developing proficiency.”²⁴

Simultaneous bilingualism refers to children who are exposed to and given opportunities to learn two languages from birth.

Sequential bilingualism refers to the addition of a second language after the initial establishment of the first language.

Subtractive Bilingual Program: Subtractive bilingualism occurs when acquisition of the majority language comes at a cost of loss of the home language.

Waiver: A waiver, applied for by a parent, that, if granted by authorized administrator, exempts a student from participation in sheltered English immersion for one of the reasons set forth in G.L. c. 71, §5, in favor of another course of educational study.

²² <http://www.cal.org/twi/glossary.htm>

²³ <http://www.cal.org/twi/glossary.htm>

²⁴ <http://www.cal.org/twi/glossary.htm>

Appendix A: TWI Implementation Readiness and Planning Tools

For tools for planning, self-reflection, and growth, see [Guiding Principles for Dual Language Education](#), CAL, 2007 and [Evaluator's toolkit for dual language programs](#), CAL

For a tool for initial program planning, see [The dual language program planner: A guide for designing and implementing dual language programs](#), CREDE

For a tool for observing teaching, see [Immersion Teaching Strategies Observation Checklist](#), CARLA, 2004 and [Sheltered Instruction Observation Protocol for Two-Way Immersion Programs \(TWIOP\)](#)

For a tool to determine readiness with implementing a TWI program:

TWI Program Implementation Readiness and Planning Tool

(Adapted from Beeman and Urow, Center for Teaching for Biliteracy, www.TeachingforBiliteracy.com)

| Decisions | Questions | Notes/Food for Thought/Recommendations/Implications |
|--|--|---|
| Program languages: English and _____ | Is there a body of students who all speak the same non-English language? | Think about maximum number of students allowed when starting up a program to take into consideration attrition that can occur at the beginning or over time. |
| Dual language model | 90/10, 80/20, 70/30, or 50/50? (The first number refers to the % of instructional minutes spent in the partner language, for all students, in Kindergarten. The second number refers to instructional minutes spent in English, for all students, in Kindergarten. TWI programs roll up to 50/50 by fourth grade.) How many minutes a day does each student spend in English? In the non-English language? Are the answers to these questions the same for all | <u>Specials</u> can count toward the instructional time but specialists need to be trained in sheltered instruction. <u>Lunch & Recess</u> could be considered as a time for planning unstructured & structured social opportunities for oral language extension development through fun activities. |

| | | |
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| | <p>students? How do you account for specials? Lunch? Recess?</p> | |
| Content allocation | <p>Which subjects will be taught in which languages at which grades?</p> <p>What is currently happening in your program?</p> <p>What components of literacy are integrated with the content areas?</p> <p>What components of literacy are taught in a literacy block?</p> | <p>Guiding Principles for Dual Language Education: Strand 3 Instruction</p> <p>3.2.A Teachers integrate language & content instruction.</p> <p>3.1.D Instruction incorporates appropriate separation of languages according to program design.</p> <p>Literacy should be a combination of minutes of a Literacy Block, plus the literacy integrated with content areas.</p> |
| School model | <p>Is this a neighborhood program or a magnet program? How will students get to school? Is this a full school program or a strand within a school? Is this a full-district program?</p> | <p><u>Stimulates thinking on:</u> Implications about school choice, transportation, DL program and partner language status in a full DL School or DL Strand, as well as district support.</p> <p>Important questions to ask in order to know how to prepare stakeholders. Stakeholders are different in a strand versus a whole-school program. In a whole-school program the entire school is invested.</p> |
| Students | <p>How will students be entered into the program? Will parents choose? What if there is a waiting list? What about siblings?</p> <p>What about attrition? Where will older ELs be placed?</p> <p>How are all ELs being served?</p> | <p><u>Considerations for district policy:</u> Important for families to consider when enrolling students as they may need to separate siblings by schools.</p> <p>Guaranteeing sibling entrance to the program is a good option for schools and families.</p> <p>World language classes for students in the standard classrooms are a good option to potentially help address attrition issues.</p> |
| Language of initial literacy | Simultaneous – All | |

| | | |
|-------------------------------|--|--|
| <p>instruction</p> | <p>students receive formal literacy instruction in both languages from Kindergarten</p> <p>Sequential.1 – All students receive initial literacy instruction in their first language until...when? How is “first language” determined?</p> <p>Sequential.2 – All students receive initial literacy instruction in the non-English language, with formal literacy instruction in English added...when?</p> | |
| <p>Path toward biliteracy</p> | <p>Is the literacy program for the non-English language authentic to that language?</p> <p>Does the literacy program for English reflect the presence of ELs?</p> <p>Is there a plan for teaching literacy in both languages every day?</p> | <p>Important considerations impacting culture, access to instruction and equity.</p> |
| <p>Staffing</p> | <p>Self-contained? Collaborative? Does one teacher teach both in English and the partner language or do two teachers share a group of students?</p> <p>What is the role of other specialists (literacy, special education, ESL)? What about special education, Title I, and gifted services? What about P.E, art, music, and other specials?</p> <p>Who will prepare the</p> | <p><u>Equity Policy:</u> Services should be provided in the language of need for both languages.</p> |

| | | |
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| | teachers - local colleges or district responsibility? | |
| Scheduling | <p>How are two literacy classes taught each day?</p> <p>How is collaborative time scheduled?</p> <p>How is sharing of students scheduled? How are specials scheduled?</p> <p>How are students in dual language strands integrated with other students?</p> | <p><u>Recommendation:</u> Provide resources/schedules from experienced schools to be used as sample templates for guidance in developing a schedule.</p> |
| Professional development | <p>What is the certification of current staff? What additional certification would be desirable? What professional development is needed for dual language staff? What about non-dual-language staff, including monolingual teachers, specialists, and office and other support staff?</p> <p>How is PD provided to staff on selected instructional protocols?</p> <p><u>Do the decision makers in the district have a deep understanding of the key elements critical to the implementation of an effective dual language program?</u></p> | <p><u>Recommendation:</u> Districts should adopt sheltered instruction/scaffolding protocol to ensure consistency and effectiveness of instruction. All staff should be trained. (SIOP/TWIOP. GLAD, SAIDE. etc.)</p> <p>All staff should know about and be informed on DL Education 101.</p> <p>Decision makers may not have clear understanding of DL education. DL Program Leaders need to think about this & be prepared to present to & inform all stakeholders in the district.</p> |
| Materials | <p>Are there texts in the target languages in the content areas?</p> <p>Are there supplementary materials in the school library in the partner language, including a</p> | <p>Important for planning before implementation.</p> |

| | | |
|---|---|--|
| | variety of media? | |
| <p>Assessment</p> <p><u>Spanish Language Assessments for Dual Language Programs</u></p> | <p>What are program expectations for second language acquisition? How will this be assessed? How will this be documented?</p> <p>How will report cards reflect the unique nature of the dual language program?</p> <p>In what language will students be assessed: Classroom assessment? School/district assessment? High-stakes assessment?</p> | <p>New program planners will need support in answering some of these.</p> <p>When you think about program expectations for second language acquisition, what level of bilingualism are you considering?</p> <ul style="list-style-type: none"> • Are you thinking about proficient communication? • Are you thinking about social communication? • Are you thinking about ability to engage in academic conversation and content work? • Are you thinking of true bilingualism & biliteracy? |
| Curriculum/pedagogy | <p>How does the curriculum, including strategies and programs, recognize and support bilingualism and biliteracy development? How do the strategies or adopted programs recognize the needs of developing bilinguals? ELs?</p> <p>How do the instructional strategies recognize and utilize differences of students' cultural experiences?</p> | <p>Is culture recognized as a need for ELs?</p> <p>How are the cultures of the students reflected and valued in the curriculum?</p> <p>Is cross-cultural competency included in the curriculum?</p> |
| Other EL services | How are services provided to other ELs in the district/school? Are all ELs in the district/school in the dual language program? | <p><u>Placement & Equity Issue:</u></p> <p>Questions relevant to community information are important regarding knowing your school & community demographics & services.</p> <p>If you know about other services</p> |

| | | |
|--|--|---|
| | In the school that houses the dual language program, are all that school's ELs in the dual language program? | available in the district in other schools, you can potentially share them to match student needs in your own school, such as physical therapy, extra social work support, etc. |
| Support services for the dual language program | <p>Is all programming available in both English and the partner language? What about special education, Title I, and gifted services, or other special district or school programs? What about P.E, art, music, and other specials?</p> <p>What happens when more support is needed than available?</p> | <u>Equity Policy:</u> Important to think about this in the early stages of program planning for hiring purposes. |
| District-wide or school-wide Initiatives | <p>Do district/school initiatives understand and respect the unique nature of the dual language program? For example, if there is a set district/school schedule or lesson format, can this be adapted or changed for appropriate use in a dual language classroom?</p> <p>Can district-wide/school-wide assessments be given in both English and the partner language?</p> <p>What about other district/school initiatives?</p> | School leaders may need to raise the level of awareness and work through these issues with the district. |
| Special issues unique to your district/school | | School culture |

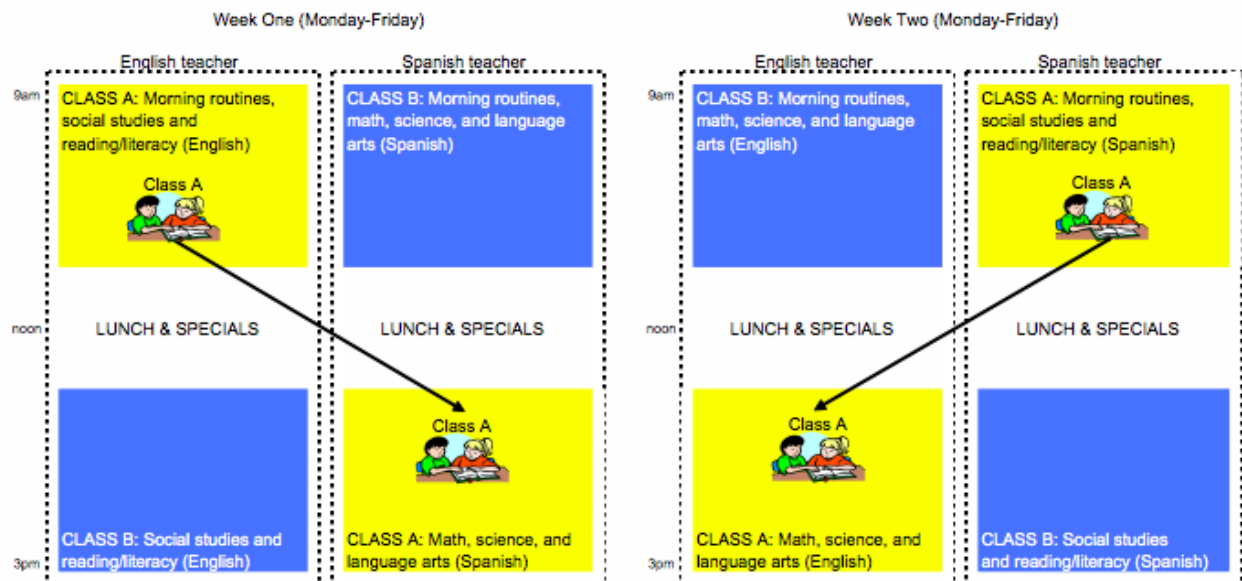
Appendix B: TWI Examples from the Field

The following are examples from Barbieri Elementary, Framingham Public Schools

- A peek Into life at Barbieri Elementary: A two-way bilingual school / Una escuela de doble via, <https://www.youtube.com/watch?v=pNGBNdnfNh0>
- [Barbieri Elementary Bilingual Publicity Flyer](#): Facts about Barbieri School in Spanish and English
- [Welcome to Barbieri School!](#): Barbieri School website

Sample 50/50 schedule

Example – 50/50 Schedule



Sugarman, J. (2014). Program Planning Session for Boston Two-Way Immersion/Dual Language Schools.

(#)

Curriculum Alignment Plan Template (CAP)

The CAP is a tool to plan for language allocation across content areas. Fill in each square with the language(s) of instruction for each content area at each grade level.

| | Math | Language Arts/Literacy | | | | | Science | Social Studies | Specialties: Library, Computer, PE, Arts, etc. | | ESL/SSL | ELD | Other |
|-----------------|------|------------------------------------|------------------|-------------------------|------------|---------|---------|----------------|---|--|---------|-----|-------|
| | | Guided Reading – Shared Reading | Self-Select/Ind. | Phonics Working w/Words | Read Aloud | Writing | | | | | | | |
| K | | | | | | | | | | | | | |
| 1 st | | | | | | | | | | | | | |
| 2 nd | | | | | | | | | | | | | |
| 3 rd | | | | | | | | | | | | | |
| 4 th | | | | | | | | | | | | | |
| 5 th | | | | | | | | | | | | | |

Appendix C: TBE Implementation Readiness and Planning Tools

For tools for observing teaching, see [Immersion Teaching Strategies Observation Checklist](#), CARLA, 2004 and [Sheltered Instruction Observation Protocol](#) (SIOP)

For a tool to determine readiness with implementing a TBE program:

TBE Program Implementation Readiness and Planning Tool

(Adapted from Beeman and Urow, Center for Teaching for Bilingual Literacy, www.TeachingforBilingualLiteracy.com)

| Decisions | Questions | Notes/Notes for Thought/Recommendations/Implications |
|--|---|---|
| Program languages: English and _____ | Is there a body of students who all speak the same non-English language? | Is there a required minimum number by DESE? |
| Content allocation | Which subjects will be taught in which languages at which grades? What is currently happening in your program? What components of literacy are integrated with the content areas? What components of literacy are taught in a literacy block? What is the program's process to plan how individual students transition from TBE to general education? | How does the program help individual students transition from using the home language for instruction to English in academic content teaching? |
| School model | Is this a neighborhood program or a magnet program? How will students get to school? Is this a full-district program? | <u>Stimulates thinking on:</u> Implications about school choice, transportation Important questions to ask in order to know how to prepare stakeholders. Stakeholders are different in a strand versus a whole-school program. In a whole-school program the entire school |

| | | |
|-------------------------|--|--|
| | | is invested. |
| Students | <p>How will students be entered into the program? Will parents choose? What if there is a waiting list? What about siblings? What about attrition?</p> <p>Where will older ELs be placed?</p> <p>How are all ELs being served?</p> | <p><u>Considerations for district policy:</u> Important for families to consider when enrolling students as they may need to separate siblings by schools.</p> <p>Guaranteeing sibling entrance to the program is a good option for schools and families.</p> |
| Path toward Biliteracy | <p>Is the literacy program for the non-English language authentic to that language?</p> <p>Does the literacy program for English reflect the presence of ELs?</p> | <p><u>Implication:</u> Important considerations impacting culture, access to instruction, and equity.</p> |
| Staffing | <p>Self-contained? Collaborative? Does one teacher teach both in English and the non-English language or do two teachers share a group of students? What is the role of other specialists (literacy, special education, ESL)? What about special education, Title I, and gifted services? What about P.E, art, music, and other specials?</p> <p>Who will prepare the teachers - local colleges or district responsibility?</p> | <p><u>Equity Policy:</u> Services should be provided in the language of need for both languages.</p> |
| Scheduling | <p>How are two literacy classes taught each day?</p> <p>How is collaborative time</p> | <p><u>Recommendation:</u> Provide resources/schedules from experienced schools to be used as sample templates for guidance in</p> |
| NOTE: Include templates | | |

| | | |
|---|--|---|
| from other schools in guidance document | <p>scheduled? How is sharing of students scheduled? How are specials scheduled?</p> <p>How are students in TBE program integrated with other students?</p> | developing a schedule. |
| Professional development | <p>What is the certification of current staff? What additional certification would be desirable? What professional development is needed for TBE staff? What about non-TBE staff, including monolingual teachers, specialists, and office and other support staff?</p> <p>Do the decision makers in the district have a deep understanding of the key elements critical to the implementation of an effective TBE program?</p> <p>How is PD provided to staff on selected instructional protocols?</p> | <p><u>Recommendation:</u> Districts should adopt sheltered instruction/scaffolding protocol to ensure consistency & effectiveness of instruction. All staff should be trained. (SIOP/TWIOP. GLAD, SAIDE. etc.</p> <p>All staff should know about and be informed on DL Education 101.</p> <p>Decision makers may not have clear understanding of Bilingual education. TBE Program Leaders need to think about this & be prepared to present to & inform all stakeholders in the district.</p> |
| Materials | <p>Are there texts in the partner languages in the content areas? Are there supplementary materials in the school library in the non-English language, including a variety of media?</p> | Important for planning before implementation. |

| | | |
|---|---|--|
| <p>Assessment</p> <p><u>Spanish Language Assessments for Dual Language Programs</u></p> <p>Include templates such as bilingual report cards from other schools in guidance document</p> | <p>What are program expectations for second language acquisition? How will this be assessed? How will this be documented?</p> <p>How will report cards reflect the unique nature of the TBE program? In what language will students be assessed?</p> <p>When will students be assessed: Classroom assessment? School/district assessment? High-stakes assessment?</p> | <p>New program planners will need support in answering some of these.</p> <p>When you think about program expectations for second language acquisition, what level of bilingualism are you considering?</p> <ul style="list-style-type: none"> • Are you thinking about proficient communication? • Are you thinking about social communication? • Are you thinking about ability to engage in academic conversation and content work? • Are you thinking of true bilingualism & biliteracy? |
| <p>Curriculum/pedagogy</p> | <p>How does the curriculum, including strategies and programs, recognize and support second language acquisition? How do the strategies or adopted programs recognize the needs of developing bilinguals? ELs?</p> <p>How do the instructional strategies recognize and utilize differences of students' cultural experiences?</p> | <p>Is culture recognized as a need for ELs?</p> <p>How are the cultures of the students reflected and valued in the curriculum?</p> <p>Is cross-cultural competency included in the curriculum?</p> |
| <p>Other EL services</p> | <p>How are services provided to other ELs in the district/school? Are all ELs in the district/school in the TBE program?</p> | <p><u>Placement & Equity Issue:</u> Questions relevant to community information are important regarding knowing your school & community demographics & services.</p> <p>If you know about other services available in the district in other schools, you can potentially share them to match student needs in your own school, such as physical therapy, extra social work support, etc.</p> |

| | | |
|---|--|---|
| Support services for the TBE program | Do all students have equal access to all programming available in the district? What about special education, Title I, and gifted services, or other special district or school programs? What about P.E, art, music, and other specials? What happens when more support is needed than available? What if the student does not speak English? | <u>Equity Policy:</u> Important to think about this in the early stages of program planning for hiring purposes. |
| District-wide or school-wide Initiatives | Do district/school initiatives understand and respect the unique nature of the TBE program? For example, if there is a set district/school lesson format, can this be adapted for use in a TBE classroom? Can district-wide/school-wide assessments be given in both English and the partner language? What about other district/school initiatives? | School leaders may need to raise the level of awareness and work through these issues with the district. |
| Special issues unique to your district/school | | School culture |

Appendix D: TBE Examples from the Field

Program Structure

Sample Vision Statement, Framingham Public School

The mission of the Transitional Bilingual Education (TBE) Program in Framingham is for students to have equitable access to the grade-level curriculum by developing and building upon their linguistic, cultural, and academic experiences.

We recognize that:

- the foundation of developing strong academic English proficiency skills is directly correlated with a student’s first language literacy skills;
- social and academic English language skills are built upon the student’s academic knowledge and literacy skills in his/her first language;
- the development of social language comes before the acquisition of academic language;
- students are emerging bilinguals who have rich linguistic resources across languages (this includes code-switching to communicate); and
- the acquisition of academic language is a process that takes an average of 5–7 years, but respect that the rate is individual and may vary.

Determining grade and age level equivalents

| “Grade and Age Equivalent” Framingham Public Schools | | | | | | | | | | | | | |
|--|----|---|---|---|---|----|----|----|----|----|----|----|----|
| Typical age for grade-level enrollment and expected advancement (not reflective of students with Individualized Education Plans) | | | | | | | | | | | | | |
| Grade | K* | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Age | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| | | | | | | | | | | | | | |

* For Kindergarten students: student must be 5 years old by August 31 of the enrollment year.
Source: Framingham Public School Bilingual Program Education Handbook

Example of criteria for placement eligibility

- See page 6 in Office of Language and Cultural Education, Chicago Public Schools, [Bilingual Education Handbook, 2012](#)

Example of criteria for integration plan

Deciding whether an LEP student can participate in general education classes is determined by multiple measures, including but not limited to the following:

| | | | |
|----------------|---------------------------|------------------------------|--------------------------|
| <i>Type of</i> | <i>Composite /Overall</i> | <i>Literacy (Reading and</i> | <i>Proficiency Level</i> |
|----------------|---------------------------|------------------------------|--------------------------|

| <i>Assessment</i> | <i>Proficiency Level</i> | <i>Writing) Proficiency Level</i> | |
|-----------------------|--------------------------|-----------------------------------|--------------------------|
| ACCESS for ELs | 5 or above | 4 or above | |
| MCAS ELA | | | <i>240 or P or above</i> |
| MCAS Math | | | <i>NI or above</i> |
| MCAS Science | | | <i>NI or above</i> |

Additional Criteria to be considered:

School-based language assessment teams must review ACCESS results and other relevant data to determine whether a student should still be classified as an EL or should be reclassified as a FLEP and exited from language acquisition programs. They should evaluate and consider a range of other evidence of the student's performance, including a review of:

- Student's scores on locally-administered reading and other academic assessments as appropriate to grade and levels. (DRA, MAPs etc.), writing samples, all should indicate that students are reading and writing on grade level or above.
- Observations, recommendations and feedback given by the student's classroom teachers indicating that the student is able to access grade-level content without additional support from the ELD teacher must be considered.
- Student must demonstrate that he/she is able to perform ordinary classwork in English. A student should have a minimum overall average of C (70%) in Math, Science, English and Social Studies on his/her most recent report card for middle and high school students and "Progressing or Mastery" in all core content subjects at the elementary level.
- Parental observations and consultation (i.e., parent conference or meeting invite)
- New WIDA Performance Definitions which describe the criteria used to define performance at each WIDA proficiency level, and the CAN DO Descriptors, which provide examples of realistic expectations of ELs for each of the four language domains and five levels of English language proficiency, student performance on other MCAS or PARCC content area tests.

Additionally, student must meet 1 of the 2 criteria below:

- _____ 1. Student has demonstrated that he/she can function without support in his/her academic classes.
- _____ 2. Student has demonstrated she he/she is reading and writing at or above grade level and can successfully access all other grade-level content.

Source: Framingham Public School Bilingual Program Education Handbook

Assessment and Accountability

Sample Guidance on Monitoring Formerly Limited English Proficient (FLEP) students

All students reclassified as FLEPs are monitored for up to two years. Each student is added to a monitoring list and is identified through the district database (X2) to assure staff/teachers/administrators have up-to-date information. Monitoring forms for input from relevant and appropriate staff are distributed twice annually or as needed for follow up. Forms are

completed by appropriate staff and submitted to the Bilingual office for review. If there is an indication that additional intervention or more frequent follow-up communication is needed, then the monitoring will occur more frequently pursuant to such requests. An educational learning plan is completed and assigned to an EL coach who will follow up with the teacher/school administration/guidance staff etc. A copy of the learning plan is kept in the student's cumulative folder if K–5 or with the guidance counselor if 6–12. Copies of the monitoring form are placed in the students' folders.

Source: *Framingham Public School, Handbook of Bilingual Education Programs*

Parents to understand their rights and how to advocate for the child to be placed in this program model

- See the following experiential practice on Meeting with Parents from Framingham Public School's Bilingual Program Education Handbook:

Language assessment specialists meet with parents and explain the results, either in the native language or in English, and discuss program options and recommendations for placement. The parent advocate and language assessment specialist are able to gather information on the educational background of the students. Parents have the opportunity to ask clarifying questions about each of the programs for ELs offered in the Framingham Public Schools at the various grade levels. Parents wishing to opt-out of any ELE programs and decline ELD services are required to meet with the Director and/or Assistant Director of Bilingual Education, to review placement information and assessment results.

Parents are given information brochures on our programs in English and in their native language, along with contact information. Additional educational history is gathered along with pertinent information on each student.

Source: *Framingham Public School, Bilingual Education Program Handbook*

Curriculum

Example of Time Allocation for Elementary School (K–8) TBE Programs

- See page 26 in Office of Language and Cultural Education, Chicago Public Schools, [Bilingual Education Handbook, 2012](#).

Sample TBE Units of Study (Time Allocation)

| | Language Proficiency Level | Entering & Beginning WIDA ELD Level 1 -2 | Developing & Expanding WIDA ELD Level 3-4 | Bridging WIDA ELD Level 5 | Reaching WIDA ELD Level 6 |
|---------------|----------------------------|--|---|---------------------------------|---------------------------|
| Language Arts | Native Language Arts ELD | 80%–70% Native Language; 20–30% | 70%–50% Native Language; 30%–50% | 20%–0% Native Language, 80–100% | 100% English |

| | | | | | |
|-----------------------|---------------------------------|------------------------------|---------------------------------|--|---------------|
| | SEI | English of instructional day | English of instructional day | English of instructional day Integration into SEI or Gen Ed classroom | |
| Bilingual Instruction | Content Area Subjects | 80%–70% of instructional day | 70% or 50% of instructional day | 20%–0% Native Language, 80–100% English of instructional day Integration into SEI or Gen Ed classroom | 100% English |
| Staffing/ Personnel | TBE ESL/ELD SEI Gen Ed | TBE ESL/ELD | TBE ESL/ELD | TBE ESL/ELD SEI Gen Ed | SEI Gen Ed |

Source: Adapted Units of Study from New York State guidance [Two-Way Bilingual Education Programs: A Resource Guide 2010](#)

Appendix E: Instructional Strategies for Second Language Learning

The following instructional practices and instructional frameworks are integral to instruction in a language learning program and are utilized in both TWI and TBE programs:

Academic Conversations

“Academic interactions move beyond typical surface level school activities of reciting facts, making up sentences to show grammar rules, and matching vocabulary meanings. In authentic interaction work, students *use* the facts, grammar, and vocabulary in connected sentences to clarify, fortify, and negotiate complex ideas.”²⁵

The Bridge

The Bridge is the instructional moment when, after students have learned a concept well in the language of instruction, the teacher strategically and purposefully brings the two languages together to transfer content from one language to the other and to engage the students in contrastive analysis of the two languages. After the Bridge, extension activities in the other language allow students to use and apply the new labels. The Bridge is an effective instructional strategy for teaching for biliteracy.

Comprehensible Input

Teachers use strategies to make input comprehensible: Visuals, Modeling, Realia, Movement (TPR), Graphic organizers, Adapted texts, Vocabulary previews, and Media/technology. In the early stages of second language acquisition, input is made more comprehensible through use of the following:

- Slower, expanded, simplified, and repetitive speech oriented to the “here and now”.
- Highly contextualized language and gestures,
- Comprehension and confirmation checks,
- Communication that provides scaffolding for the negotiation of meaning by constraining possible interpretations of sequence, role, and intent.²⁶

Content-Based Instruction (CBI)

The term content-based instruction is commonly used to describe approaches to integrating language and content instruction. Natural language acquisition occurs in the context of learning and is never learned divorced from meaning. Content-based instruction provides a context for meaningful communication to occur (*Curtain, 1995; Met, 1991*). Second language acquisition increases with content-based language instruction, because students learn language best when there is an emphasis on relevant, meaningful, complex and authentic content rather than on the language itself.

CBI promotes negotiation of meaning, which is known to enhance language acquisition (students should negotiate both form and content) (*Lightbown & Spada, 1993*) Second language acquisition is enhanced by comprehensible input (Krashen, 1982; 1985), which is a key pedagogical technique in content-based instruction; however, comprehensible input alone does not suffice—students need form-focused content instruction (an explicit focus on

²⁵ <http://jeffzwiers.org/interaction.html>

²⁶ [Guiding principles for dual language education](#), CAL, 2007, p. 13

relevant and contextually appropriate language forms to support content learning) (Lyster, 1987; Met, 1991; Swain, 1985) CBI lends itself to the incorporation of a variety of thinking skills, and learning strategies which lead to rich language development,

- Information gathering skills—absorbing, questioning;
- Organizing skills—categorizing, comparing, representing;
- Analyzing skills—identifying main ideas, identifying attributes and components, identifying relationships, patterns;
- Generalizing skills—inferring, predicting, estimating (ASCD, *Dimensions of Thinking*) (Curtain, 1995; Met, 1991)

CBI lends itself to cooperative learning, which has been shown to result in improved learning (Slavin, 1995; Crandall, 1993)²⁷

Cooperative Learning

Cooperative learning is an approach to organize classroom activities into academic and social learning experiences. It differs from group work, and it has been described as “structuring positive interdependence.” Students must work in groups to complete tasks collectively toward academic goals. Cooperative learning techniques lend themselves well to an integration of modalities. When students work together cooperatively, they have to speak and listen to each other and are frequently engaged in synthesizing information from sources (reading), taking notes (writing), and pulling together their ideas (writing) for later presentation (speaking/listening).

Culturally Responsive Teaching

Culturally responsive teaching is defined as using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively. It is based on the assumption that when academic knowledge and skills are situated within the lived experiences and frames of reference of students, they are more personally meaningful, have higher interest appeal, and are learned more easily and thoroughly (Gay, 2000).²⁸

Metalinguistic Awareness

It is essential that teachers understand what language skills they need to develop at each English proficiency level. Teachers are trained to analyze students’ language development. Because dual language learners transfer knowledge from one language to another (known as cross-linguistic transfer), it is important to help them develop metalinguistic awareness, which is an understanding of how the two languages are the same or different. This skill should be explicitly developed and planned for as the teacher “bridges” the two languages.

Oral Language Development

Extensive oral English development must be incorporated into successful literacy instruction. Literacy programs that provide instructional support of oral language development, aligned with high-quality literacy instruction, are the most successful.²⁹

Process Writing

This approach promotes writing as a generative, reflective process that requires multiple revisions, encouraging students to view writing as a process and write as real authors do. The approach

²⁷ [Content-based language teaching with technology](#), Center for Advanced Research on Language Acquisition\

²⁸ Gay, G., (2002). [Preparing for Culturally Responsive Teaching](#), *Journal of Teacher Education*, Vol. 53, No. 2, 106-116

²⁹ August, D., & Shanahan, T. (Eds.) (2006) *Developing literacy in second language learners: Report of the National Literacy Panel on Minority-Language Children and Youth* Mahway, NJ: Lawrence Erlbaum

includes brainstorming, drafting, giving feedback, editing, revising, and publishing. The explicit teaching of grammar, syntax, and orthography is embedded in the writing process itself. The writing process approach has been championed and developed by Lucy Caulkins at Teachers College at Columbia University. It is recommended for all types of writing in all content areas at all grade levels.³⁰

Project-Based Learning

Project-based learning is a dynamic classroom approach in which students actively explore real-world problems and challenges and acquire a deeper knowledge. Project-based learning (PBL) integrates the development of knowledge and skills with the goal of producing a culminating project that evidences student mastery. When used with scaffolding and sheltering techniques, PBL promotes interdisciplinary learning while integrating language development and literacy skills.³¹

Scaffolding

Scaffolding is “a process that enables a child or novice to solve a problem, carry out a task, or achieve a goal which would be beyond his [or her] unassisted efforts.” Scaffolding, then, in a nutshell, means support, but “it is the nature of the support—support that is responsive to the particular demands made on [students] learning through the medium of a second language—that is critical for success.”³²

For more on scaffolding supports, see WIDA’s description of visual, graphic and sensory supports in [2012 amplification of the English Language Development Standards, Kindergarten–Grade 12](#)

Sheltered Instruction

Sheltered instruction uses special techniques to make content comprehensible, and to stimulate language output (speaking) by language learners. They include language objectives, visual aids, and teacher and peer modeling in the context of cooperative learning, and assessment in two languages. Teachers have a good understanding of second language acquisition and incorporate the practice of speaking, reading, and writing skills into lessons. In addition, teachers are trained to integrate language objectives into various content areas, and to differentiate them based on students’ academic language proficiency. Currently, the most widely used sheltered instruction protocols are: Rethinking Equity and Teaching for English Language Learners (RETELL)(click [RETELL](#) for detailed information), [Sheltered Instruction Observation Protocol](#) (SIOP), [Sheltered Instruction Observation Protocol for Two-Way Immersion Programs](#) (TWIOP), and [Project GLAD](#).

Theme-Based Instruction

This approach makes use of selected topics or themes from a subject area (e.g., social studies) or across the curriculum (e.g., Uses and Conservation of Water) in order to facilitate both language and content learning. When it incorporates content areas across the curriculum, it is often referred to as interdisciplinary or cross-disciplinary instruction.³³

³⁰ New York State guidance [Two-Way Bilingual Education Programs: A Resource Guide 2010](#)

³¹ <http://bie.org/>

³² Gibbons, P. (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, NH: Heinemann

³³ New York State guidance [Two-Way Bilingual Education Programs: A Resource Guide 2010](#)