New Dual Language Education Program Implementation Planning Timeline

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

Planning Timeline - Building the Foundation for a Dual Language Program

Approximate Dates	Activities	Parties participating			
Step 1	District Level				
One (or more) year in advance	 Form a District Dual Language Planning Committee of invested stakeholders (suggested stakeholders: Principal, Classroom teachers, Parents, ELL director, school committee member, etc.) DL Committee becomes educated about non- 	Receiver of schools, school and district leaders, school committee			
	 DL Committee becomes educated about nonnegotiable components and structure of Dual Language Programs, e.g., professional development sessions, book study group, attending workshops/conferences, contracting with MABE for technical assistance) a. What is DLE programming? (Definition, goals & types of DLE programs) b. What is the school/district/community motivation? 3. Determine if the necessary foundation is in place for 	committee members, teachers and staff, parents			
	implementation a. Use Decision-making tools to evaluate i. Demographics (percentage of potential partner language group, expected incoming K population) ii. Stability/mobility of population iii. Evaluation of current ELE programming iv. Funding to support planning for DLE program, including PD v. Staffing needs and hiring policy vi. Professional Development vii. Enrollment/Program Choice policy 4. Prepare a district communication plan a. Inform stakeholders what is a DLE program by engaging them, gathering their perspectives, and providing educational guidance on the program options and benefits of dual language				

education.

- b. Assess motivations/concerns, level of support for DLE program, and then
- c. Build buy-in for the greater community of staff, parents, school & district leaders across district departments, superintendent, and school community.
- d. Begin discussion with District departments (curriculum and Instruction, student support services, assessment) about support and resources for the DLE program
- 5. Visit other DL programs/schools;
- 6. Attend conferences and networks for dual language education programs (e.g., MABE, NABE, La Cosecha)

Step 2 One (or more) year in advance

District Level

- 1. Implement communication plan
 - a. Hold community information session for all stakeholders, including at identified school for program implementation
 - b. Evaluate community interest through survey feedback
- 2. Identify startup needs:
 - a. Evaluate district and school resources
 - b. Develop a potential budget
 - c. Solicit seed money or seek out grant monies
 - d. Determine transportation needs
 - e. Consider policy implications of school choice and registration issues
 - f. Identify potential school to implement DLE program
 - g. Consider PD needs
 - h. Consider assessment needs
 - i. Consider student support services
- 3. Attend conferences and networks for dual language education programs (e.g., MABE, NABE, La Cosecha)
- 4. Visit other DL programs/schools

School Level

- 5. Identify Bilingual Teachers, general education partner teacher, ELD/ESL teacher for one or two grades (depending on readiness factor) if not already selected.
 - a. Plan for recruiting and hiring bilingual specialists, teachers, paraprofessionals and staff so that services can be provided in language of need for both language groups.
- 6. Attend <u>LA Siembra</u> Retreat to establish mission and language policy, create implementation plan & master Curriculum Alignment Plan (CAP) for dual language program (this is the master plan and schedule for new and upcoming grades in the dl program including language of instruction for content areas, etc.)
- 7. Attend conferences and networks for dual language education programs (e.g., MABE, NABE, La Cosecha)
- 8. Visit other DL programs/schools

Dual Language Planning Committee

School Leadership Team with district presence

Step 3	Sc	hool Level	
One (or more) year in advance		Work on Action Plan developed during La Siembra Retreat	Staff and school leaders
	2.	Recruit/hire bilingual specialists, teachers, paraprofessionals and staff so that services can be	
	2	provided in language of need for both language groups.	
	3.	Provide PD for teachers and support staff – training on Second language acquisition, instructional strategies,	
		sheltering language, TWIOP/ SIOP, cooperative learning	
		structures, cultural responsive teaching	
	4.		
		will be taught in each language, who will teach each	
	_	subject, what materials will be used, etc. Visit other DL programs/schools with questions	
		Attend conferences and networks for dual language	
		education programs (e.g., MABE, NABE, La Cosecha)	
	School Level		
Step 4	1.	Assess PD from the Year 1; identify additional PD topics	Staff, school and
One (or more) year		for further research and study, for example: how to	district leaders
in advance		create (setup) and welcome students to the new dual	
		language classroom; how to begin to write lessons	
		plans that are standards based, developmentally, socially and linguistically appropriate for Pre-K DL	
		students; formative assessments.	
	2.	Research and begin to Identify and purchase bilingual	
		resources, books, assessments and materials for	
		partner language.	
	3.	Continue with curriculum decisions such as which	
		content areas will be taught in each language, who will	
		teach each subject, what materials will be used, etc.	
	4.		
		partner teachers to work on lesson planning for start-	
	_	up and classroom set-up. Locate, modify and/or develop new assessments to	
	3.	monitor for language development and growth in both	
		languages	
	6.	Continue to hold information sessions for school	
		community & parents.	
	7.		
		registration center in the district.	
		 Ensure staffs that have first contact with incoming parents are trained and able to 	
		effectively inform parents and promote the DL	
	<u> </u>	encetively inform parents and promote the DL	

	program. (Ideally in both program languages) b. Prepare brochure, handbook or other printed materials with information about DL program in program languages. c. Add information to district/school website 8. Prepare school environment to reflect the new program through school signage, translation services for incoming parents of target group, etc.	
Ongoing	 Create and implement system for program evaluation Define system for data collection and reporting Continue training and professional development for staff – especially new staff Coordinate support and resources for the DLE program with District departments (curriculum and Instruction, student support services, assessment) Work with Human Resources on establishing hiring practices for bilingual staff Advocate for needs of the program within district Continue parent and community outreach 	All invested stakeholders