

Executive Summary
Prepared for Board of Trustees Meeting
May 12, 2009

Dual Language Programs

Board Goals: I. Vision...In pursuit of excellence, the district will:

b. remain committed to providing equitable and outstanding opportunities for every student on every campus

II. Teaching & Learning...In pursuit of excellence, the district will:

d. stay abreast of and incorporate best practices into teaching, learning and leadership

IV. Parent & Community Involvement...In pursuit of excellence, the district will:

a. foster a positive and welcoming environment that encourages parent and community partnerships to achieve success for all our students

Purpose of Report

The intent of the workshop is to inform the board of Dual Language Programs to consider district-wide implementation.

Objectives

- To increase the board's knowledge of bilingual programs: Two-Way & One-Way Dual Language Programs vs. Transitional Bilingual Programs
- To inform the board of the current Dual Language Program implementation at Wilson Elementary
- To share the implementation process of Dual Language Programs, which would include principal's planning year
- To consider feasibility and benefits of a district-wide implementation of Dual Language Programs

Operational Impact

Dual Language Programs can be implemented with the current district's curriculum and personnel staffing. Required funding will be needed for on-going professional development, curriculum revision, and purchasing of instructional resources in both English and Spanish.

Results

Advantages

- Bilingual, Biliterate, and Bicultural: One-Way/Two-Way Dual Language Programs provide Spanish-speaking children an equal educational opportunity as a result of continual academic development of their first language while adding the English language. This is in contrast to the subtraction of the native language once the student has been mainstreamed.

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This same process applies to English speaking children in a Two-Way Dual Language Program where the program continues in English and adds academic language development in Spanish.

- Closes the Achievement Gap: Thomas, W., & Collier, V. (2002). *A national study of school effectiveness for language minority students' long-term academic achievement*. Available: http://crede.berkeley.edu/research/crede/research/llaa/1.1_final.html (See Appendix A)
- Enrichment Program: Accommodates language enrichment opportunities for children
- Parent Involvement: English and Spanish-speaking parents are actively involved in their children's education due to the incorporation of their respective language and cultures throughout the program

Disadvantages

- Student Mobility