

1: Dual Language, LOTE & ESL Programs / Dual Language Program Overview and Advanced Spanish Pa

Help parents find dual language/immersion programs. Provide resources for dual language school teachers and administrators.

EPISD also transitioned its bilingual education program from a traditional exit program i. While the goal of a transitional program is to create a bridge to eventually move students from their native language to English, the dual language model seeks to maintain academic and linguistic fluency in two or more languages. Superintendent Juan Cabrera jecabrera12 states that the dual language program will not only improve academic outcomes for both ELLs and monolingual English speakers in a two-way model, but he also believes promoting multilingualism is an economic driver and important shift that all districts should consider. It is the successful combination of a high performing dual language elementary with a struggling school with dwindling enrollment. Instruction in both languages is delivered by the same classroom teacher. The Vilas campus below serves as an Early Childhood Development Center serving grades P-1 and shares instructional strategies and the unique Mesita culture where teachers collaborate and compete to improve. Laila Ferris has been principal at Mesita for 20 years. We use the gift of the first language and help them grow into a second language. Even in one way dual language i. Cabrera credits his parents both teachers for the insight to create a dual language home. Cabrera worked around the world and found his ability to quickly learn new languages a huge asset. With almost three million people the combined international metropolitan area, the El Paso-Juarez metropolitan area is home to the largest bilingual-binational workforce in the Americas, perhaps the world. In the Sun City, dual language fluency provides a dramatic advantage in daily commerce and civic participation. Additionally, the trustees support the integration of technology and developing critical thinkers and problem solvers through active learning environments which includes the opening of 8 New Tech Network schools over the next 3 years. Cabrera right, with board chair Dori Fenenbock at the Mesita-Vilas campus sees dual language as an economic development driver as well as an equity issue. The National Picture Almost five million students across the U. The bilingual and biliterate movement is growing, for learners as early as pre-kindergarten all the way to graduating from high school. There is an important role that parents, community members, businesses and policymakers can play in understanding the importance of bilingual education. It recommends that the growing commitment to dual language fluency requires increased investment in language tools and content. Effective communication between administrators, staff and parents can lead to greater understanding and support for students and their diverse needs; the integration of these factors fosters an environment that promotes academic success for all students.

2: Master's in Dual Language Teacher Leadership | Chicago, Schaumburg | Roosevelt University

Kindergarten teacher May Fu works with students in English in the new Mandarin dual language immersion program at Shelyn Elementary School in Rowland Heights on Wednesday, August 15,

Coral Way Elementary , a K-8 school in Dade County, Florida, is cited as the first two-way bilingual school, beginning in [1]. The program was started by Cuban citizens who were seeking refuge in Florida from the Castro regime and believed that their children would eventually return to Cuban schools [2]. In , the passing of the Bilingual Education Act served to address the reality that Limited English Proficient LEP students were in need of proper instructional support to achieve academic gains, and in turn provided federal funding for primary language instruction in local school districts [4]. Schools were thus charged with the mission to implement programs suitable to the needs of their language minority students. In , for example, the implementation of the English Language Acquisition, Language Enhancement, and Academic Achievement Act of the No Child Left Behind Act subsequently made it requisite that schools with large numbers of language minority students provide instruction that facilitates their acquisition of English, to consequently perform well on standardized tests [5]. There are presently three hundred and ninety-eight two-way immersion programs in thirty distinct states and the District of Columbia [6]. The quantity of programs has increased significantly in the last decade, despite efforts made in states such as Arizona and California to eradicate bilingual education programs in favor of English-immersion, with the passing of Proposition and Proposition , respectively. Changes in the TWI Model Since its First Implementation[edit] One of the most salient changes that has occurred in the two-way immersion program since its inception is its conversion from a program centered predominately on aiding ELLs to develop fluency in English to an enrichment program striving for biliteracy, bilingualism and biculturalism for all students participating. Whereas foreign-language education programs can provide native speakers of English with exposure to a second language, TWI has the potential to help students achieve near fluency in a second language. This suggests that such programs are not solely focused on helping ELLs to acquire English, but instead aim to develop second language proficiency for native speakers of English. In fact, because two-way immersion requires almost an equal amount of native English and native Spanish speakers, if the former is lacking, it is likely that such programs will not be implemented, which implies that the latter may not receive the opportunity to take part in the dual immersion program Gomez, Types of Dual Language Programs[edit] There are four main types of dual language programs, which mainly differ in the population: Developmental, or maintenance, bilingual programs. These enroll primarily students who are native speakers of the partner language. Two-way bilingual immersion programs. These enroll a balance of native English speakers and native speakers of the partner language. Foreign language immersion, language immersion or one-way immersion. These enroll primarily native English speakers. These mainly enroll students who are dominant in English but whose parents, grandparents, or other ancestors spoke the partner language. The term "dual language" is often used interchangeably with two-way immersion. Other variations on dual language include "dual language immersion," "dual immersion," and "dual enrollment". The term bilingual education has somewhat fallen out of favor among dual language practitioners, but it is still used to refer to any program that uses two languages for instruction. Dual language programs are different from transitional bilingual programs, where the aim is to transition students out of their native language and, in the United States , into English as quickly as possible, usually in three years. This is sometimes referred to as subtractive bilingualism since the first language is typically lost as English is acquired. Another type of program that is not considered dual language is foreign language education where students receive less than half a day studying in the partner language, and often only study language arts and literature in that language as opposed to content area subjects such as mathematics , science , and social studies. Variation within Dual Language Programs[edit] There are two main variations: Amount of time spent in the partner language 2. Division of languages 1. Chacon Elementary School in El Paso, Texas include a third language for a full day or a small portion of the day at all grade levels. Arizona Language Preparatory offers two full days of Mandarin Chinese, two full days of Spanish and one day of English. Youth ambassador

programs are typically done on the high school level. Students do not need to relearn how to read in English; teachers help them transfer their literacy skills from one language to the other. Dual language programs in middle school and high school often merge students from several dual language elementary schools and exist as programs within larger mainstream schools. They often offer dual language students the opportunity to take language arts and at least one content area in the partner language, and many prepare students to take the Advanced Placement exams.

Division of Languages Language division by schedule: Within any dual language program, students speak and study in one language at a time, and the times for each language are explicitly defined. There is great variation, however, in the specifics. In some programs, language alternates by day, by week, or by several week periods. In other schools, students speak one language in the morning and the other language after lunch. After a designated amount of time, one, two, or more weeks, the morning and afternoon languages switch. Further variation includes programs where particular subjects are always taught in one language, due to resource availability. Within a given school or program, there may be different schedules for different grades, such as at the Amistad Dual Language School in New York City, where students alternate languages less frequently as they progress through the grades and establish stronger skills in both languages.

Language division by instructor: A dual language program may use a Self-Contained or Side-by-Side model. Self-Contained programs have one teacher for one group of students in one classroom. The teacher transitions from one language to the other along with her or his students. Alternatively, Side-by-Side programs have two or more classrooms for each grade, where one teacher teaches in the partner, or target, language and the other teacher teaches in the dominant language English in the United States. The grade is divided into two groups of students and the groups trade classrooms and teachers according to an explicit schedule, whether daily or weekly. Finally, at some schools, two or more teachers may team teach in the same classroom, with each teacher using one language and a combination of whole group, small group, and independent activities facilitated by the teachers.

Department of Education Instruction in Dual Language Programs[edit] Dual language programs vary in the kinds of instruction they provide, but generally implement many of the following features:

- Teaching content so that it interests and challenges bilingual students
- Communicating high expectations, respect, and interest in each of their students
- Understanding the roles of language, race, culture, and gender in schooling
- Engaging parents and community in the education of their children
- Becoming knowledgeable about and developing strategies to educate bilingual students and to communicate with their families
- Seeking and obtaining the professional development needed to engender these attitudes, knowledge bases and specific instructional skills

Garcia, In regard to lesson planning, dual language teachers should focus on creating lessons that:

3: Dual Language Education for Equity & Economic Development

Opponents of dual-language education may argue that programs intended solely for language-minority students should be temporary, transitional, and assimilationist—i.e., that they should be designed to promote the cultural assimilation of students into mainstream American society.

The interviews seek to draw attention to people doing interesting policy, advocacy, and instructional work with dual language learners DLLs. Marie Bouteillon has seen the education of DLLs from a variety of different perspectives. She attended American schools for four years while her mother homeschooled her in French every day. When her family moved back to France, Marie attended a dual language school for middle and high school. Dual-immersion programs are very hot right now. These programs are easy to promise and harder to deliver—what are some of the challenges for successful implementation? It can be hard to get the balance of student languages right. Due to the fact that few programs are district-wide, zoned schools pool from their catchment zones. As such, programs in predominantly DLL settings are one-way developmental programs and programs in predominantly EP settings are foreign language immersion programs. These two sets of students rarely mix. Having district-wide initiatives that pull from both sets of students and actually require a balance of both students instead of only one subgroup would give both sets of students better access to the other language. For DLLs, it would increase their chances of developing English and actually give them an advantage in the school setting, thereby adding value to their home language. For their families, it would mean participating in a program that the dominant group endorses—something that is very attractive to low-income families. For EP students, it would accelerate their target language development and open their minds to the lives of other students. Of course, not all district-wide dual-immersion programs are equally balanced. In some school districts in NYC for instance, if a dual-immersion program is created, priority is given to dual language learners. In some instances, that means that there is not one single EP student in the class and that students have no model other than the teacher for English. Not only are their neighborhoods ghettoized, but so are their schools and classroom experiences. In my travels I have noticed that dual-immersion programs with mostly EP students have far smaller class sizes 18–22 and programs with mostly DLLs have many more students 25–30. Parents of DLLs often have fewer strings to pull and less financial backup to make smaller classes happen. Mixing both groups and limiting the number of students per class based on number of DLLs would make far more sense. Once students are seen as English proficient, districts do not feel the need to extend dual-immersion to middle school or high school settings. I experienced this first hand. By middle school, only newcomers were DLLs. Those students were given mediocre options with only a little Spanish, French or Mandarin here or there in middle school. Basically, some districts see dual programs as remediation for the need to learn English. They do not see the long-term advantage it would give those students to be fluent in two languages at an academic level. Research now shows if you were schooled in dual-immersion and then received no formal education in one of the languages for seven years, you lose the language. What about implementation challenges at the classroom level? If dual-immersion teachers could just get an extension online as I did for my English as a Second Language ESL license, that would increase the number of teachers on the market. If the same idea could be applied to dual-immersion across the country, it would reduce the cost and time associated with getting the necessary certification. And then burnout rates for these teachers are high. In the program I founded, we lost over 20 dual-immersion teachers over the course of eight years—there were only 12 dual-immersion teaching positions at my school. Over that same period, my school lost fewer than 12 mainstream or special education teachers for the remaining 50 teaching positions. Teaching in dual settings is incredibly challenging. It requires passion, determination and stamina. If we really want to retain quality dual-immersion teachers, we need to recognize that they require certain accommodations. Class sizes tend to be larger, especially in side-by-side programs where teachers share two sets of students. Teachers are rarely given more time to assess students, analyze student work, communicate with families and plan together. One of three things needs to happen: States must mandate smaller class sizes for classes with a certain number of DLLs e. You mentioned teacher preparation

for dual-immersion and ESL teachers. They had never heard of content, skill or language goals. They had little knowledge of how to actually organize differentiated learning, and how that looked in a dual-immersion setting. Like them, I learned this on the job. Many programs at the graduate level continue to focus on the policy implications of bilingual education, the theoretical frameworks, the research and the social justice aspect of the job. This coursework prepares us for policy, PhDs, and advocacy work. Of my 11 closest friends at Teachers College, only three of us were still teaching last year. Perhaps a way to encourage innovation in the teacher preparation field is to award a special quality seal by really analyzing the coursework required and each course syllabus. How rigorous is that? And how practical is that in the context of a dual-immersion classroom? What would improved teacher training for supporting DLLs look like? Teaching is a profession that you learn from by observing and doing. Observation needs to be done both independently and with guided assistance to explain what the model teacher is doing that is a best practice. I teach two graduate bilingual education courses in French, and I consider myself very lucky because I am able to pull from the amazing arsenal of video resources that our Canadian neighbors have developed. Whether you are an early childhood teacher or a secondary science teacher, you can find many videos online to show you how to hone your craft. And yet, Teaching Channel, a website I use constantly to teach classroom management techniques and other instructional strategies, has literally not one video of a teacher teaching and explaining what he or she is doing in the target language. How do you learn to teach in a target language, if the focus of every dual language video is how to teach students English? Ideally, I would want this type of recording and sharing effort to be done across several languages in very successful dual-immersion settings because seeing is understanding. As I mentioned before, we need more professional pathways for these teachers. The costs and time investment associated with getting a graduate degree are barriers to entry for many ideal teacher candidates. What can schools do to support teachers of DLLs? Many schools and school districts provide the same literacy, math, social studies and science professional development to all teachers regardless of student population, but certain literacy practices that work for general education students could actually hinder the development of language and literacy for language learners. Isolating professional development providers who support both language and literacy development by giving specialized or modified seminars would help teachers in the field apply the best instructional practices for their students. Even in NYC, where many students are language learners, there are very few bilingual instructional coaches or bilingual pedagogical growth coordinators. Instead, novice teachers are supervised by other teachers who do not speak the other language and are not certified in either ESL or bilingual education. When teachers are assigned mentors, it is up to the mentor and mentee to make time for collaboration. Change on this starts at the school leadership level. North Carolina has started a new certification program in immersion for its administrators, acknowledging that leading a school with a dual program requires some expertise. I work with many administrators whose only training has been theoretical workshops. A particular model might fit one school environment, but not the school next door. Leaders need to be coached in looking at their students, their teachers and their available resources first before making any programmatic decision. There is a lot of flexibility within dual immersion. Once principals have studied their specific environments, they can look at what the research says on their variables and identify the best scheduling, language distribution and biliteracy models. Administrators need support beyond the initial elaboration of a plan. Many need specific coaching on what best practices look like in dual immersion settings. Intervisitations and collaborative work groups would be immensely beneficial if they included both administrators and teachers. Professional development is an indispensable component to success, but alone it is not enough. Principals and teachers are always asking for additional resources in the target language. Few districts and states recognize that resources are sparse and expensive in target languages. When those resources are not available, educators need time to create them. When districts change curricula e.

4: Dual language - Wikipedia

When examining teachers in dual language programs from a supply and demand perspective, the numbers do not add up. Many states are beginning to formally acknowledge students for being biliterate.

In her free time, Mrs. Shaw enjoys gardening, biking, and making frequent trips to Key West to visit family. At the beginning of her teaching career, she taught at Tarpon Springs Middle School. After 10 years there, she transferred to Garrison-Jones Elementary when her daughter started kindergarten. She has been with the Garrison-Jones family for 26 years. She is happily married and has two daughters. On her free time, she enjoys the beach, cooking and traveling. Spanish is very dear to her. She was born in Cuba and brought up in Costa Rica by missionary parents. She truly enjoys being the English teacher in the dual language program. Sagan enjoys going to the beach, traveling and spending time with her family and friends. Brito, 1st grade Sra. Brito graduated from St. She worked at Ridgecrest Elementary as a 1st Grade teacher for gifted learners in the Spanish Immersion program. Brito is passionate about learning, helping students believe in themselves, and succeed in dual language programs. She has been at Garrison-Jones Elementary since Spending time with family, discovering and playing with the latest technology tools are her favorite things to do. Hash, 1st Grade Ms. She started her career over 12 years ago. Hash lives in Largo with her dog, Sunshine. She also enjoys visiting her daughter at school, going to the beach, and relaxing while reading a good book. Carrasquillo, 2nd grade Sra. Carrasquillo, graduated from the University of Puerto Rico in Humacao, where she got her degree in Elementary Education. Carrasquillo has been a teacher in Puerto Rico for 12 years and 5 years at Garrison-Jones. She is excited to be part of the Dual Language Program. Carrasquillo is married, and enjoys spending time with her husband and her Shih-Tzu named Sassy. Scavino, 2nd grade Mrs. Ashley Scavino graduated from the University of Florida with a degree in Journalism. Scavino has been teaching since and has taught at Garrison-Jones since She has experience teaching special education, 2nd, 3rd, and 4th grades. Scavino is married and has two sons who attend Garrison-Jones. When she is not working, Mrs. Scavino enjoys traveling, running, and spending time with her family. Reiter, 3rd Grade Sra. Reiter graduated from St. She later went on to get her certification in Elementary Education. On her free time, she enjoys spending time with her family, traveling and surfing. Kelley Lister, 3rd Grade Mrs. She began as a kindergarten teacher, where she spent two years before moving up to 1st grade. She taught 1st grade for another 2 years before moving up once again. She has been teaching 2nd grade ever since. She has been married for 7 years and is a parent of one, and also a foster parent. She enjoys spending time at home with her family, watching movies, and reading books. Rodriguez, 4th grade Ms. She is passionate about expanding her educational career. In her free time, Ms. Rodriguez enjoys spending time with her family, watching movies, and reading books. Ward, 4th Grade Mrs. She taught 2nd grade for 7 years in St. Petersburg before taking some time off to be a stay at home mom. Ward returned to the classroom in here at Garrison-Jones and has taught Kindergarten and 3rd grade. She is also certified to teach ESOL. Ward enjoys spending time with her family, reading and watching sporting events. Her two sons have both attended Garrison-Jones, and her youngest son is in the Dual Language Program. Kogan, 5th Grade Sra. Kogan graduated from St. She is excited to continue her career as a Dual Language teacher. She values the opportunity to teach Spanish since she came to the United States from Argentina. Kogan is married and has two daughters. In her free time, she enjoys walking on the beach, reading, and spending time with her family. Spicer, 5th Grade Ms. In her free time, she enjoys taking her dog for walks, going on boat rides and cooking. Spicer is passionate about reading, writing and looks forward to sharing her passion with her students each year!

5: Dual Language / Dual Language Teacher Residency Program

Portland Dual Language Teacher Residency Program. Updated October 29, Bilingual educators make a difference for bilingual students. Portland Public Schools recruits, trains and retains highly bilingual candidates from our community to become dual language educators and leaders in order to close the opportunity gap for historically underserved students and to invest in our linguistically.

Related Video In my work, I have been fortunate to get to know some excellent bilingual programs serving kids with disabilities. There are a number of pieces that need to be in place for these programs to work successfully, and in this article I will share what I have learned from my work in schools using this model.

Bilingual Learners with Disabilities

Who are bilingual learners with disabilities? Bilingual learners with disabilities in K student populations are children and youth with special needs whose primary language is not English Rodriguez, Carrasquillo, Lee, They attend school, engage in instructional events, and learn in public and private educational settings. Some of these students are immigrants. Others were born in the United States, but are raised in an environment in which their parents, guardians, or caretakers speak their native language and may or may not have an understanding of English. Can bilingual learners with disabilities succeed in bilingual programs? Bilingual learners with disabilities have three complex challenges: There are many sociocultural and language implications for bilingual learners with disabilities. The imperative question is what language should the instruction be delivered? I argue in both! Bilingual learners with disabilities are capable of understanding and comprehending in two languages. Bilingual education advantages for students with and without disabilities promote a metalinguistic awareness, b cognition, c social achievement; and d cross cultural awareness and understanding. Like all students, bilingual learners with disabilities also need teachers to provide for social learning in order to enhance intellectual and social growth. A nurturing social environment is especially important to bilingual learners because they attend school while adapting to a new culture and a new language. Adapting to a new culture is very complex and stressful, especially when one must learn a new language. A bilingual learner with a disability or disabilities must resolve how to retain her or his own original identity while being bombarded with new expressions and customs. An Integrated Co-Teaching ICT Dual Language DL program is the instruction of academic content in two languages English and native language , which was designed specifically to meet the unique needs of children and youth who are acquiring a second language and who have been identified as having disability. The regulatory maximum number of students with disabilities receiving integrated co-teaching services in a class is 12 students. These programs aim for bilingualism the ability to speak fluently in two languages , biliteracy the ability to read and write in two languages , academic achievement equal to that of students in English-only programs, and cross-cultural competence Rodriguez, Carrasquillo, Lee, Accordingly, the ICT-DL program is a paradigm of instruction in an inclusive setting in which bilingual learners are instructed in two languages. An ICT-DL program accommodates children who learn in different ways that all children, with and without disabilities, are curious about the world. Integrated Co-Teaching classrooms are instructional environments in which students with disabilities receive services and are educated with age appropriate peers in the general education classroom United Federation Teachers, n. Whether a child has a disability, is learning English as a second language, or is an avid reader, the primary focus is on teaching children to speak up, to ask questions, and to delve deeply into a topic in two languages. Here is a brief overview of what makes this kind of program successful. The use of two languages by the students and the teachers The role of the teacher in affirming the diversity of the student population represented in the classroom The development of critical thinking skills in the two languages Manifestation of a positive classroom environment The inclusion and participation of all students In order to create an inclusive program, Hatheway, Shea and Winslow promote the ICT-DL model for bilingual learners with disabilities to meet the needs effectively in one classroom. These programs must have two or more teachers, the general education teacher or bilingual teacher, and a special education teacher who can modify, accommodate, and teach students with special needs. How do we select the best language of instruction for bilingual learners with disabilities? What native language instructional resources are available?

What English language instructional resources are available? Regarding bilingual learners, NaLIF promotes learner analysis in order to understand the biography of bilingual learners. The classroom activities are captured in the video, Celebrating Bilingual Special Education. Such classroom inquiries contributed to development of the Native Language Instruction Foundation NaLIF approach, which provides a guide for teachers as they seek to instruct ELLs effectively through use of culture and first language. Most importantly for school administrators planning to implement an ICT-DL program is the need to identify qualified teachers. Those teacher selection criteria are: Teachers also need to understand the theories and concepts for planning a dual language through a systematic:

6: Dual Language / Dual Language Program Teachers/Maestras del Programa de Lenguaje Dual

Giving parents of students in dual language programs the platform to learn how to support their child's academic and language growth and to discuss the long-term value of being bilingual reduces.

Is dual-language education always the best course for English learners? He reads each page twice – once in English, once in Spanish. Ben Stocking Nearly 12 million children in the U. Across the country, public schools play a critical role in integrating them into American society and setting them up for long-term success: As public leaders seek to educate these students equitably, a lively debate has ensued over how to best instruct them. Much of the disagreement centers on whether to fully immerse students in English in school or to supplement English with instruction in their home language. Forward-thinking reform for English learners increasingly goes hand-in-hand with a push for the latter approach: Dual-language programs benefit disadvantaged black kids, too, experts say States and communities are embracing and re-branding a bilingual strategy in promising ways with policymakers showing particular interest in the dual immersion model. In this model, English learners and native English speakers integrate and learn core content in two languages. Valuing bilingualism in the abstract is great. But half-baked, poorly executed bilingual programs will be no better for kids than half-baked, poorly executed English-only programs. Two recent studies in particular, one in San Francisco and the other in Portland , are the more methodologically rigorous of the frequently cited research on this question. Together, they are generally used to support the claim that learning transfers across languages and that bilingualism fosters unique cognitive, socioemotional and intercultural advantages. But, as with most things in American education – indeed, in American politics – great policy ideas are only as good as they can be if implemented where the kids are: Bilingual education is no different. To close English achievement gaps, quality instruction – regardless of languages used – will likely matter most. Expansion is hard, complex work that requires thoughtful program design, bilingual curricular materials and a pool of qualified bilingual teachers, who are already in short supply. If Spanish-speaking teachers are difficult to find in California , what are the prospects for expanding bilingual instruction in, say, North Dakota? Beyond Spanish, what are the prospects to roll out instruction in, for example, Somali? To have a real chance of success, any bilingual education expansion will require making several locally-calculated policy decisions based on differing levels of feasibility. In particular, a bilingual educational strategy is a better fit for bilingual communities rather than multilingual ones. Should an urban school serving black and Hispanic students look like schools for affluent white kids? For example, the expansion of dual language programs makes more sense in a district or school with a predominance of two high-incidence languages like Spanish and English. In contrast, those with English learners speaking dozens of less common languages would likely be better off systematically increasing the quality of their English-only models. Quality English-only models will need to tailor services to best support diverse learners at different levels of English. In others, it could mean creating a special English language block in the school day that gets all students talking – English learners and native English speakers – through structured, oral language activities. In others, it could mean expanding access to early English exposure through increased early childhood education programming. In others, it could mean creating a newcomer program targeted for students with limited or interrupted formal education. Rather, local variances in system capacity, resources and student demographics make different reforms more or less urgent – and plausible – in some places than in others. To be sure, where a district can reasonably execute bilingual and English-only models with equal efficacy, there are many merits to buckling down and pursuing bilingual education as goal in and of itself. It can give biliterate Americans an economic advantage in multilingual job markets. It can shape a culture where home languages are valued as assets. The dual-immersion model can help integrate schools with wealthier, native English-speaking families who want to raise their children bilingually. But, ultimately, policy leaders across the country need a diversified strategy for English learners that takes a range of local capacities into account. Well-designed, well-implemented bilingual education is exciting but has limits as a universal prescription. Pursuing equity for the most English learners across the country means that high-quality bilingual education must be an essential, but not exclusive,

tool in the English learner reform toolbox. Janie Carnock is a policy analyst with the education policy program at New America. The Hechinger Report provides in-depth, fact-based, unbiased reporting on education that is free to all readers. Support our mission today and, thanks to NewsMatch, your one time donation will be doubled or your new monthly donation will be multiplied 12 times.

7: Interview: Improving Training for Teachers of Dual Language Learners

Many schools and school districts provide the same literacy, math, social studies and science professional development to all teachers regardless of student population, but certain literacy practices that work for general education students could actually hinder the development of language and literacy for language learners.

8: Bilingual and Dual Language Education

Number of States That Reported Offering Dual Language Education Programs in a Particular Partner Language, Exhibit Program Terms and Characteristics Featured in States Definitions of Two-Way Dual Language Programs

9: Dual Immersion Spanish Resources | Engaging Every Student

These programs must have two or more teachers, the general education teacher or bilingual teacher, and a special education teacher who can modify, accommodate, and teach students with special needs. How do we select the best language of instruction for bilingual learners with disabilities?

Glencoe writers choice book *Theorizing critical multicultural analysis of childrens literature Saving Americas beaches* *Characterization of microstructural damage in silicon carbide processed via modified chemical vapor depos* *Electric vehicle technology explained* *Synonym-Word Finder Americas seashores* *Community development corporations and welfare reform* *The ancient hebrew language and alphabet book* *Communicating mathematics* *Superconducting machines. Leo loves aries by anyta sunday* *The romance of a letter Warmans Baseball Card* *Soothing sounds : music to relax by* *Psychiatry and the war, by D. Slight. Infant mortality* *Montclair, N. J. Differential equations with boundary-value_problems_8th_ed. Tic Talking and Listening With Care* *Corporate attorneys practice guide V. 14. Eighty-seventh Congress, second session, 1962* *Bibliotheca nicotiana* *Dust in the wind roger emerson two part Eurogel 91: Progress in Research and Development of Processes and Products from Sols and Gels V.1. Forest policy in the British Empire. 4th ed. rev. and enl. 1922. Why A midsummer nights dream? Kenneth Burke* *Advances in Combinatorial Methods in Probability Statistics (Statistics for Industry and Technology)* *Target four dollar list Kids answers to lifes big questions* *Bastien Aubrey Dimitri Broquard* *The song remains the same An economic analysis of alternative revenue generating policies for state financing* *Preparations for projection* *Damodaran book on investment valuation* *Averting a Latin American Nuclear Arms Race Collaborators.and Reluctant Sympathizers* *Staked Plains Rendezvous (Lashtrow Series No. 7)* *Tools for Education Policy Analysis* *Private pension bills. Rites and witnesses*