



# Implementation Guidelines for Dual Language (Two-Way Immersion) Programs

## Goals as a result of being in a Dual Language program:

- Students will develop high levels of academic proficiency in their first language.
- Students will develop high levels of academic proficiency in a second language.
- Students will become fully bilingual and biliterate.
- Students will demonstrate positive cross-cultural attitudes and behaviors.

## Program Guidelines:

**To be identified as a Dual Language program in Palm Beach County, the guidelines below must be implemented with fidelity.**

- Core academic classes should be composed of **balanced numbers** of two groups of students: native speakers of the partner language (ELLs) and native English speakers (Non-ELLs) (considering school demographics). Students are integrated for instruction so that both groups of students serve in the role of language model and language learner at different times.
- A student who has recently arrived to this country (ELL), and who is a speaker of the partner language can be placed into the program at any grade, **regardless of literacy level**. However, due to the rigor of the program, native English speakers (Non-ELLs) should not be placed into the program after the 1<sup>st</sup> grade.
- In Palm Beach County, the Two-Way Immersion programs are mostly 50/50 but can be a 90/10 model.
  - A 50:50 model uses English and the partner language for 50 percent of the time throughout the duration of the program. Literacy instruction in both languages (Reading and Writing) is a requirement. Distribution of all other content area instruction in the partner language will be determined by the school after careful consideration of availability of materials in each language. In addition, the school is obligated to stay with those materials for the length of the adoption period. Note that **State Statute §1006.40 Use of Instructional Material Allocations** allows for one textbook per student. This is important to consider when designating other content areas to the partner language.
  - In a 90:10 model the amount of time spent in the partner language decreases yearly as English increases until there is a 50:50 balance of the languages. The first number refers to the amount of instructional time initially spent in the partner language and the second number refers to English.
- There is evidence of a clear and distinct separation between languages.
  - Classroom print is solely in the language of instruction.
  - Instructional materials (textbooks, handouts, ancillary materials etc.) are in the language of the instruction.
  - The teacher speaks solely in the language of instruction for the entire school day. No code-switching!
- Teachers must have certification in the area of instruction, AND pass the District's Language Proficiency Assessment.
- All decisions made with regards to scheduling, instructional materials, staffing, parental involvement, and professional development should be made after careful consideration of research and existing best practices. The Department of Multicultural Education recommends contacting the Dual Language Instructional Team for the most current research.