



DUAL LANGUAGE



Unlocking Potential. Creating Impact.

Glossary

- **Bilingual Program** - Students in a bilingual education program receive instruction in the primary language of MLs enrolled in the program and in English, while also receiving ESL instruction.
- **Dual Language Program** - are full-time programs that teach students English and a second language in all core subjects. The goal of these programs is to help students become proficient in both languages while also mastering the subject matter.
 - **One-way model** - is a program where the majority of students are native English speakers or native speakers of a second language, and instruction takes place in both languages.
 - **Two-way model** - includes two language groups (one English and the other native language). The goal of this model is to become fully proficient in the language that is new to the student. Half of the instruction is provided in English and half is provided in the native language.



Glossary

- **Additive Bilingual** - person who learned a second language in addition to his/her native language
- **Subtractive Bilingual** - person who has replaced his/her native language with a new one; native language is lost or underdeveloped
- **Monolingual** - the ability to speak or understand only one language
- **Multilingual Learners (MLs)** - students with a primary or home language other than English who are in the process of acquiring English (formerly known as "English learner" or "English language learner").
- **Newcomers** - a student who was born outside of the United States and has recently arrived in the country. The term "newcomer" is an umbrella term that includes a variety of immigrants, including those who may be multilingual learners (MLs) or students with interrupted formal education (SIFEs).

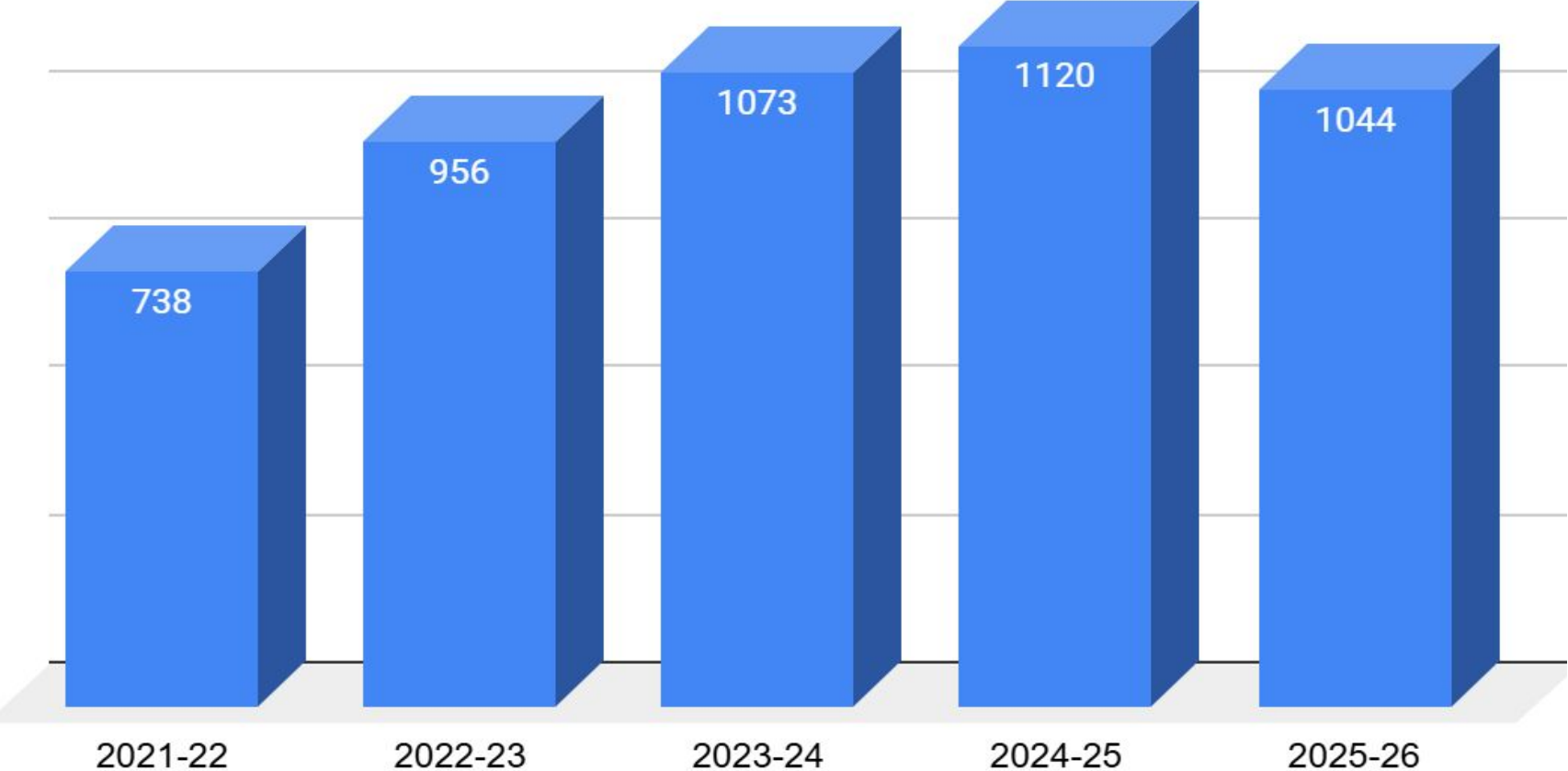


District

- Approximately **3,700** preschool through Grade 12 students
- **79%** of students are eligible for Free or Reduced Lunch
- **74%** of students are Hispanic
- **15%** of students are African American
- **7%** of students are White
- **2%** of students are Asian
- **32%** of students are eligible for ESL Services
- **27** languages are spoken by students



A Closer look at the ML count



Why Should You Create A Dual Language Academy?

- According to New Jersey Regulation N.J.A.C. 6A:15-1.4(d): School districts with 20 or more MLs in a single language group must provide a full-time bilingual program for the students in that group.
- What is a full-time bilingual program, according to the NJDOE?
 - 2 possible program models: Bilingual & Dual Language



	Bilingual Program	Dual Language Program
Class Composition	100% ELLs (native-Spanish speaking)	50% (native-Spanish speaking) ELLs, 50% native-English speaking students
Language of Instruction	All content areas in Spanish	50% of the day in English, 50% of the day in Spanish
ESL Requirements	Minimum of One period of ESL per day	Minimum of One period of ESL per day <i>*Changed with the updated code*</i>
ESL Exit Procedure	Students move into monolingual, general ed. classes	Students stay in the Dual Language Program. ELL status is removed.
Outcome	Subtractive Bilingual	Additive Bilingual
Goal	Learn content in native language only until the student acquires enough English to enter a mainstream class	Bilingualism/Biliteracy - Student will be able to read and write in both languages, on grade level.



What Are The Goals Of A Dual Language Program?

- **Bilingualism/Biliteracy:** The ability to speak, read and write proficiently in two languages. Fluency in both reading and writing are present with academic performance at or above grade level in both languages.
- **Grade-Level Academic Achievement:** The development of high levels of proficiency in the student's dominant as well as second language.
- **Multiculturalism:** To broaden individual perspective and achieve understanding and appreciation for different cultural backgrounds.

Three Pillars of Dual Language Education



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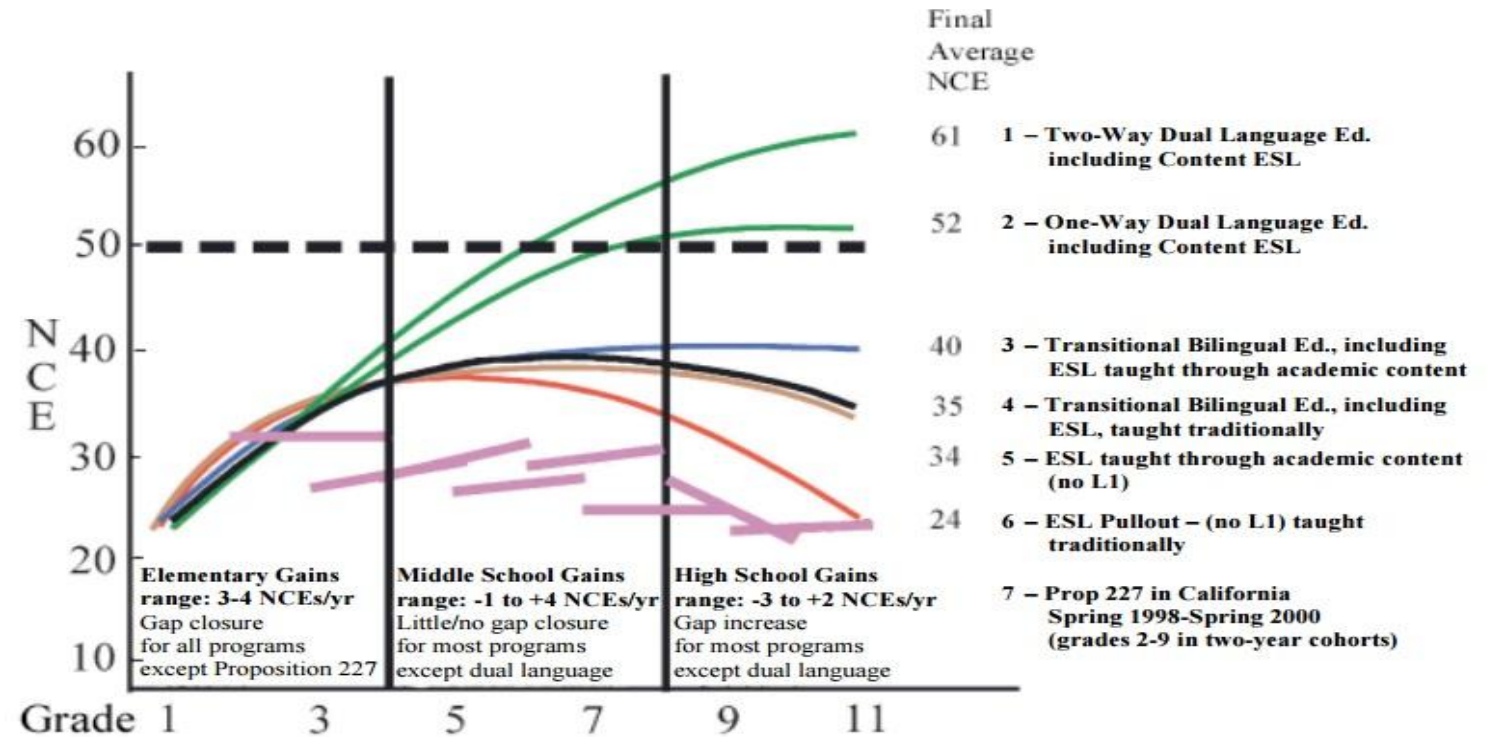
Students Benefit From A Dual Language Education Because...

- ▶ Children learn a second language more naturally at a young age.
- ▶ Biliteracy skills assist with college readiness.
- ▶ Biliteracy skills give students options for careers requiring multilingual skills
- ▶ The study of a second language helps develop strong thinking and reasoning skills useful for problem solving.
- ▶ Maintain first language while learning a second.



Data - Thomas & Collier Research Studies

On standardized academic tests, students participating in a dual language program outperform their counterparts who have been educated in a monolingual classroom.



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Dual Language Student Performance

Classification	2023-24	2024-25	2025-26*
Bilingual/Dual Language Programs	95.41%	95.64%	95.73%
Non-Bilingual/ Dual Language Programs	94.34%	94.50%	94.83%

NJSLA (Grade 5, 6, & 7)

ELA Proficiency

→ 32% Dual 33% Non-Dual

Math Proficiency

→ 20% Dual 16% Non-Dual



Dual Language SPANISH (Grade 6)

→ **48%** are reading in Spanish at a level equivalent to a **College Undergraduate** who has studied language for 2-3 years.

What Does The Dual Language Academy Look Like On A Daily Basis?

- Collaborating classes at each location: Spanish World and English World
 - Students will spend **half day** in each 'world'
 - Teachers in each world must **teach with fidelity to the language of their 'world'**
 - Both language worlds will support growth and understandings in core content areas



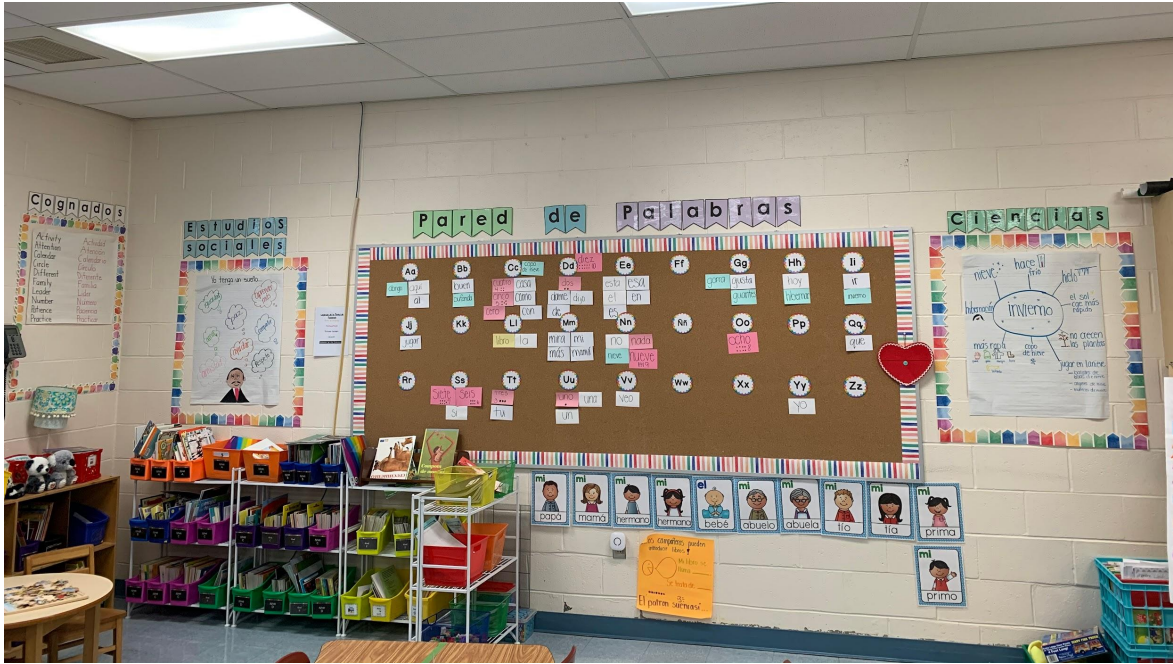
Sample Dual Language Schedule

A teacher team
(side by side)

Teacher	Zipp	Teacher	A. Perez
8:10 - 8:20	Entry	8:10 - 8:20	Entry
8:20 - 8:35	Morning Meeting	8:20 - 8:35	Morning Meeting
8:35 - 8:50	Reading	8:35 - 8:50	Reading
8:50 - 9:05		8:50 - 9:05	
9:05 - 9:20		9:05 - 9:20	
9:20 - 9:35	WIN	9:20 - 9:35	WIN
9:35 - 9:50		9:35 - 9:50	
9:50 - 10:05	PA & Phonics	9:50 - 10:05	PA & Phonics
10:05 - 10:20		10:05 - 10:20	
10:20 - 10:35		10:20 - 10:35	
10:35 - 10:50	PA & Phonics	10:35 - 10:50	PA & Phonics
10:50 - 11:05		10:50 - 11:05	
11:05 - 11:20		11:05 - 11:20	
11:20 - 11:35	Math	11:20 - 11:35	Math
11:35 - 11:50		11:35 - 11:50	
11:50 - 12:05		11:50 - 12:05	
12:05 - 12:20		12:05 - 12:20	
12:20 - 12:35	Recess/Lunch	12:20 - 12:35	Recess/Lunch
12:35 - 12:50		12:35 - 12:50	
12:50 - 1:05		12:50 - 1:05	
1:05 - 1:20	Read Aloud	1:05 - 1:20	Read Aloud
1:20 - 1:35	Science Social Studies	1:20 - 1:35	Science Social Studies
1:35 - 1:50		1:35 - 1:50	
1:50 - 2:05	Special Mon - PE (CL) Tues - PE (CL) Wed - Library Thurs - Music Fri - Art	1:50 - 2:05	Special Mon - Music Tues - Art Wed - PE (JD) Thurs - Library Fri - PE (JD)
2:05 - 2:20		2:05 - 2:20	
2:20 - 2:35		2:20 - 2:35	
2:35 - 2:40		Transition/ Dismissal	
2:40 - 2:50	Dismissal	2:40 - 2:50	Dismissal

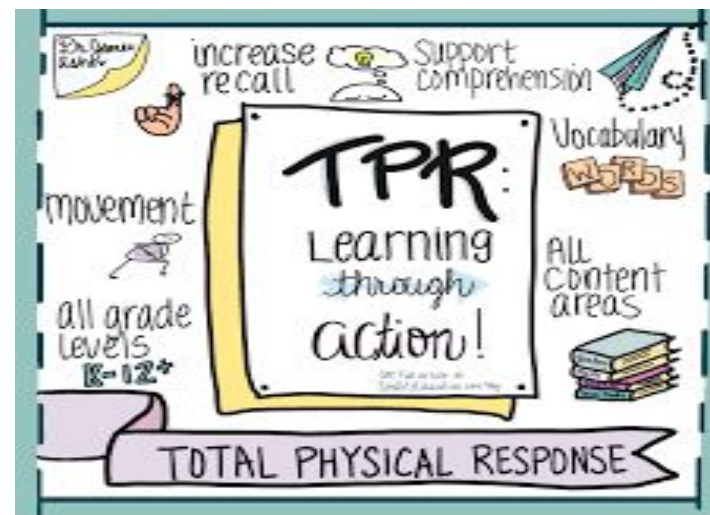


Environmental Mirroring



Academic Mirroring

- Language learners have the same expectations as native English speakers in a general education classroom.
- Dual teachers purposefully take an extra step to meet the needs of their language learners, such as,
 - discussing TPR (Total Physical Response) movements for content areas.
 - planning anchor charts with co-teachers
 - choosing vocabulary prior to lessons



Parent Involvement

- 5-year commitment to the program
 - Presentations to families about the program
 - Adjusted expectations to allow for student progress and growth
 - Replacing existing students will be difficult
- Parent support meetings
- Parents encouraged and empowered to become more involved in students' academic success
 - Homework help
 - Reading each night in preferred language
 - Understanding grade expectations



A word cloud centered around the phrase "Parent Involvement". The words are written in various colors and orientations. The most prominent words include "believe", "necessary", "important", "crucial", "smart", "communicate", "reading", "counting", "vital", "must have", "volunteer", "needed", and "wanted". The phrase "Parent Involvement" itself is written in a large, red, cursive font at the bottom center of the cloud.



What Are The Long Term Plans For The Academy?

Grade Level	Program Year
Kindergarten	Year 1
Kindergarten, 1st	Year 2
Kindergarten, 1st, 2nd	Year 3
Kindergarten, 1st, 2nd, 3rd	Year 4
Kindergarten, 1st, 2nd, 3rd, 4th	Year 5
Kindergarten, 1st, 2nd, 3rd, 4th, 5th	Year 6
Kindergarten, 1st, 2nd, 3rd, 4th, 5th In Grade 6, the program transitions to a World Language model in which students enroll in high school–level Spanish Honors courses, placing them on a pathway toward Advanced Placement coursework and the Seal of Biliteracy.	Years 7 to present day



Considerations for Administrators

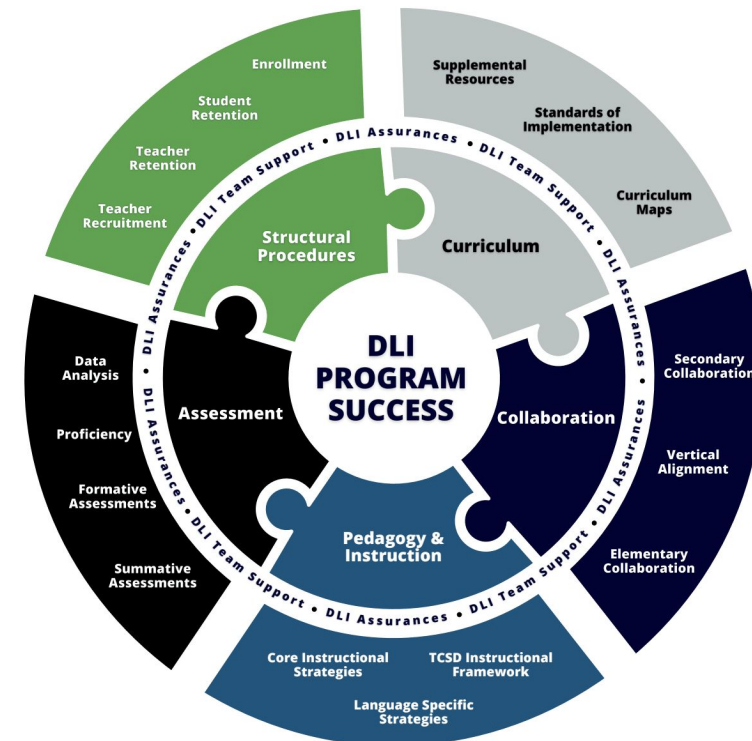
- Identifying a program that meets the needs of your students and community
 - Visit schools with different models
 - Find experts in the field of Dual Language
- Training for leaders in your district (principals, supervisors, etc.)
- Presentations for the various stakeholders
- Registration Process (select students correctly)
- Resources for parents



Considerations for Administrators (cont.)

- Curriculum
 - Integration of Support Services
 - Schedules
 - Transitions
- Staffing
 - Observations
 - Training for Teachers

Dual Language Immersion STRATEGIC MODEL



North Plainfield School District's Dual Language Academy Empowers Multilingual Learning

[Article Link](#)



North Plainfield School District's Dual Language Academy Empowers Multilingual Learning
North Plainfield Schools

By Jeannette Eckhardt

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NORTH PLAINFIELD, NJ -- North Plainfield School District (NPSD) has prioritized dual language education since 2017, when it launched its Dual Language Academy. Dual Language Academy is a dual language immersion educational model where children learn to think, read, write, and communicate naturally in two languages.





Questions?

