

Develop a Program Mission, Vision, and Goals

Developing Strong Dual Language Programs

Webinar Series Session 3

December 5, 2023



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Tribal Land Acknowledgement



We would like to acknowledge the indigenous people who have stewarded this land since time immemorial and who still inhabit these areas today.

I am presenting from the ancestral lands of the Coast Salish Tribes and honor with gratitude the land itself and these tribes.



A background image showing a group of young children in a classroom. In the foreground, a young girl with dark skin and braided hair, wearing a bright yellow long-sleeved shirt, is sitting and has her hands raised high in the air. She has a joyful expression. Behind her, another child with light skin and long brown hair is also visible, looking towards the camera. The image is partially covered by a semi-transparent teal overlay on the left side where the text is located.

Vision

Mission

Values

All students prepared for post-secondary pathways, careers, and civic engagement.

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by **developing equity-based policies and supports** that empower educators, families, and communities.

- **Ensuring Equity**
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



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Dual Language Webinar Series

- October 10 Overview: Laying the Foundation
- November 7 Step 1: Build Knowledge & Advocacy
- December 5 **Step 2: Develop a Mission, Vision, and Goals**
- January 9 Step 3: Design or Adopt a DL Program Model
- February 6 Step 4: Develop Enrollment & Family Outreach Plans
- March 5 Step 5: Align Curriculum & Resources
- April 2 Step 6: Establish a Staffing & Professional Learning Plan
- May 7 Step 7: Develop a Plan for Assessment & Program Evaluation



WA State Dual Language Program Guide

INTRODUCTION

Districts should follow these seven essential steps to develop strong dual language programs.

Step	Actions
Step 1: Build Knowledge and Advocacy	<ol style="list-style-type: none"> Develop initial understanding of dual language for district and school leaders, teachers, staff, and families. Recruit a diverse advisory group and secure long-term commitment and involvement at all levels of the organization. Conduct a needs assessment to collect data about students to be served, district resources and community interests.
Step 2: Develop a Program Mission, Vision, and Goals	<ol style="list-style-type: none"> Collaboratively write clear vision and mission statements with guiding principles based on dual language literacy, research, and policy. Define the three goals of dual language at the local level.
Step 3: Design or Adopt a DL Program Model	<ol style="list-style-type: none"> Determine the dual language program model (90/10, 80/20, 50/50) that best fits student and community needs with consensus among all stakeholders. Develop a consistent, research-based language allocation plan. Design P-12 pathways for long-term program sustainability.
Step 4: Develop Enrollment and Family Outreach Plans	<ol style="list-style-type: none"> Determine clear enrollment policies that allow for equitable access for multilingual English learners who speak the program language. Create outreach plans to inform families about the dual language program, explain enrollment policies and procedures, and ensure ongoing family engagement in the program.
Step 5: Align Curriculum and Resources	<ol style="list-style-type: none"> Review district curriculum and identify high-quality curricular resources in both languages aligned to the language allocation plan. Procure culturally and linguistically sustaining resources in both languages and develop year-long curriculum maps and unit plans.
Step 6: Establish a Staffing and Professional Learning Plan	<ol style="list-style-type: none"> Develop plans for recruiting, hiring, and retaining multilingual teachers and staff members. Design a long-term professional learning plan for teachers, paraeducators, district and school administrators, and board members that ensures deep understanding of best practices for dual language implementation. Align district resources to develop a sustainable plan for ongoing professional development and support.
Step 7: Develop a Plan for Assessment and Program Evaluation	<ol style="list-style-type: none"> Determine how students will be assessed in both program languages in content, language, and literacy to monitor student progress and inform instruction. Develop a clear process for annual evaluation of the dual language program to develop continuous improvement plans at the school and district level.

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STEP 1: BUILD KNOWLEDGE AND ADVOCACY

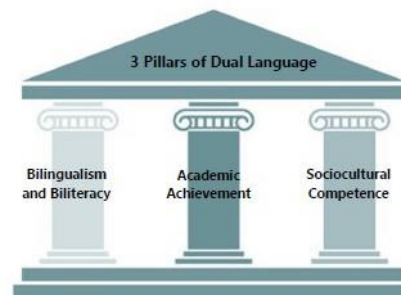
Districts and schools need to begin the process of starting a dual language program by building the knowledge of key advocates, securing long-term commitments, and gathering data. These activities can ground advocacy efforts in research and the local context and lay the foundation for success.

Step 1a. Develop initial understanding of dual language for district and school leaders, teachers, staff, and families.

A strong foundation in the research and benefits of dual language programs can help dispel common myths, misconceptions, and fears. District and school leaders, teachers, staff members, and families need to develop understanding in the following areas:

CAL Guiding Principles Strand 7: Support & Resources
Principle 1-A, B, & C: Program and district administrators and instructional and support staff have adequate knowledge to support and lead the program. Families and community members have adequate knowledge to support and advocate for the program.

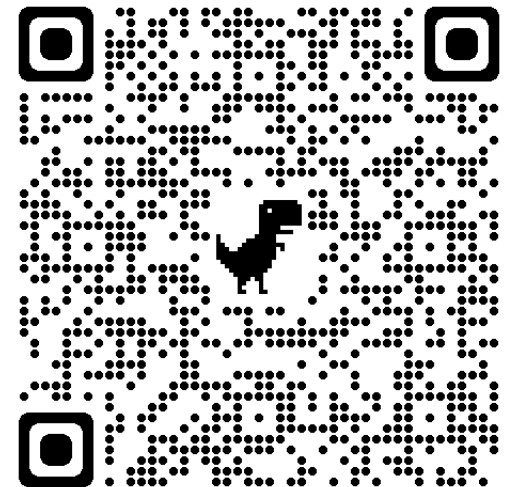
- Research and outcomes of dual language programs,
- Three goals/pillars of dual language: bilingualism and biliteracy, academic achievement, and sociocultural competence,
- Dual language program models including two-way and one-way models for both multilingual learners and fluent English speakers,
- Language allocation plans across grade levels (90/10, 80/20, and 50/50), and
- Policies and procedures for enrollment, staffing, and resource allocation.



Key advocates and leaders should attend conferences, workshops, and state-sponsored professional learning opportunities to build their knowledge in these areas and then develop ways to disseminate this information to the rest of the school and district community.

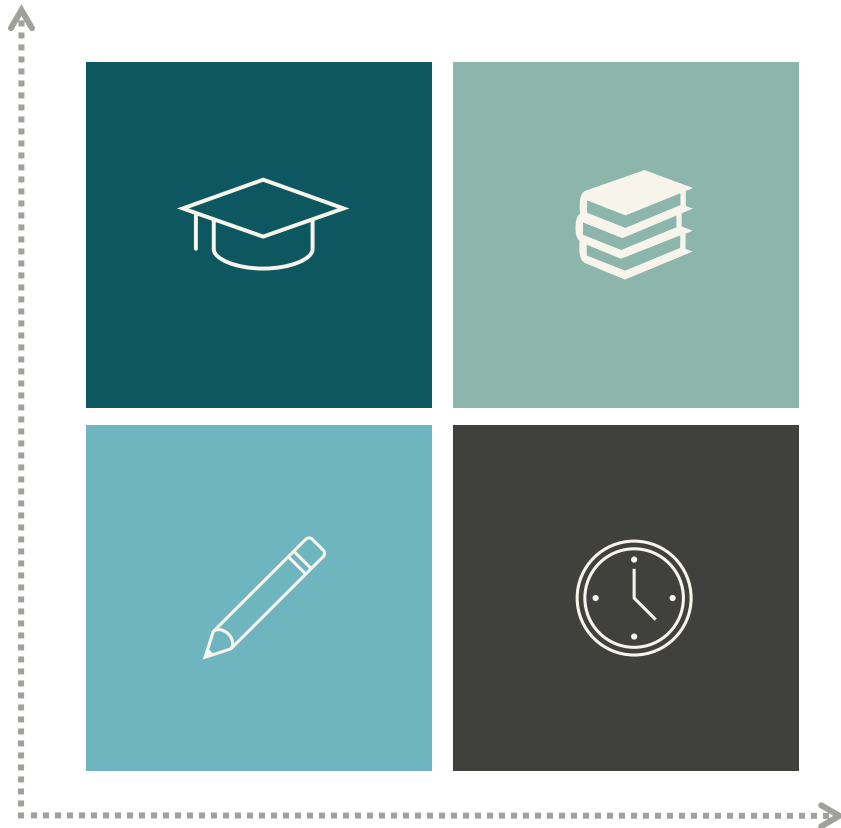
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[Download the Guide](#)



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Today's Agenda



Review

Guiding Principles

Mission, Vision, and Goals

Updates & Opportunities



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Review: Build Knowledge & Advocacy

Building Knowledge & Advocacy

- **Develop initial understanding**

- Research, benefits, and goals
- Program models
- Policies & Procedures

Build a team of stakeholders

- Advisory Board of staff, families, and community to guide program
- Workgroup of key staff members to “get things done”

- **Conduct a needs assessment**

- Student data: strengths & needs
- District resources
- Community interests





Develop a Vision and Mission

Vision and Mission

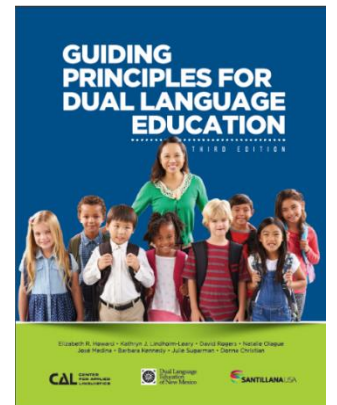
Step 2.a: Collaboratively write clear vision and mission statements with a set of guiding principles based on dual language literacy, research, and policy.

CAL Guiding Principles Strand 1: Program Structure

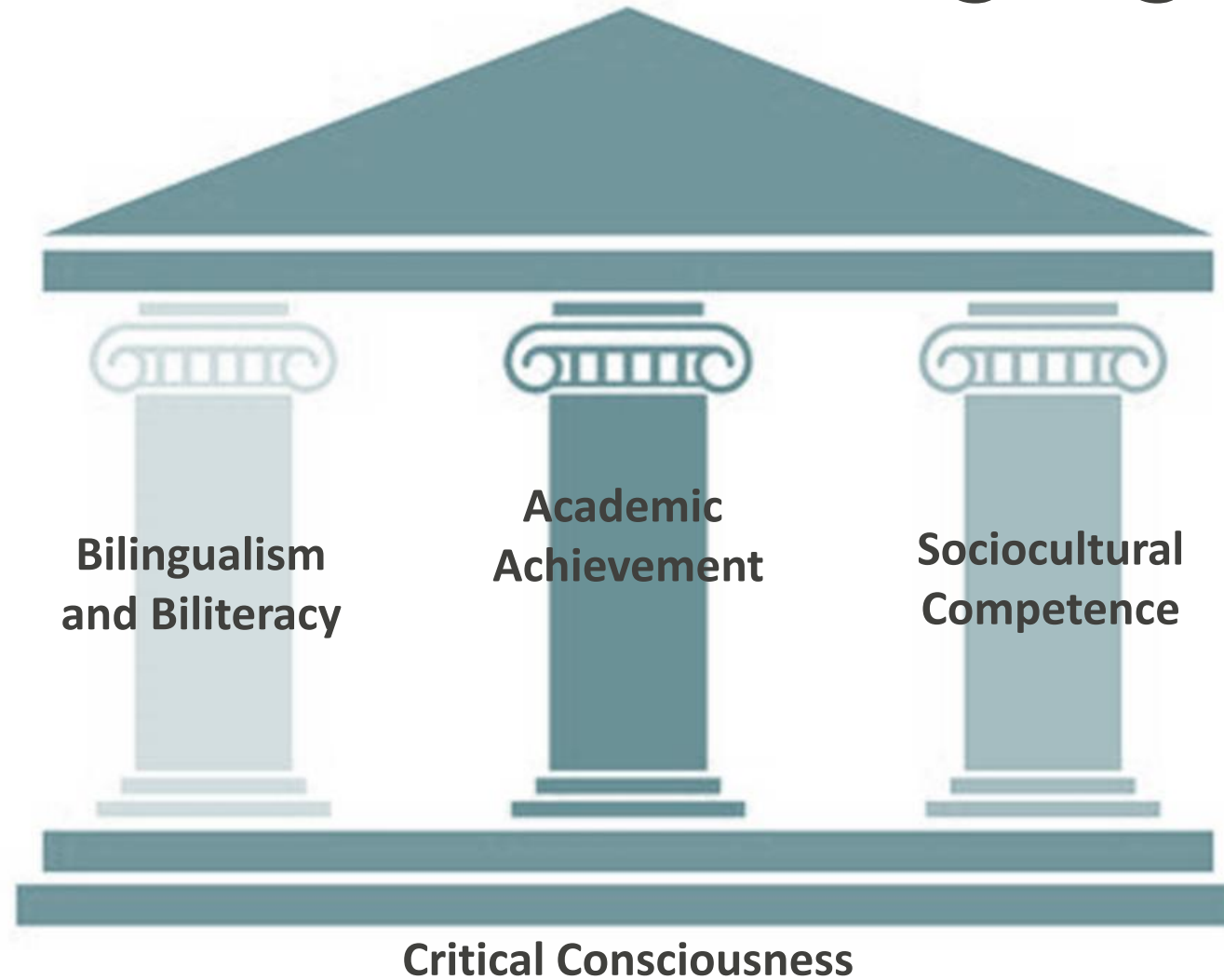
Principle 1-A-D: The program design is aligned with program mission and goals and includes development of bilingualism, biliteracy, sociocultural competence, and grade-level appropriate academic expectations.



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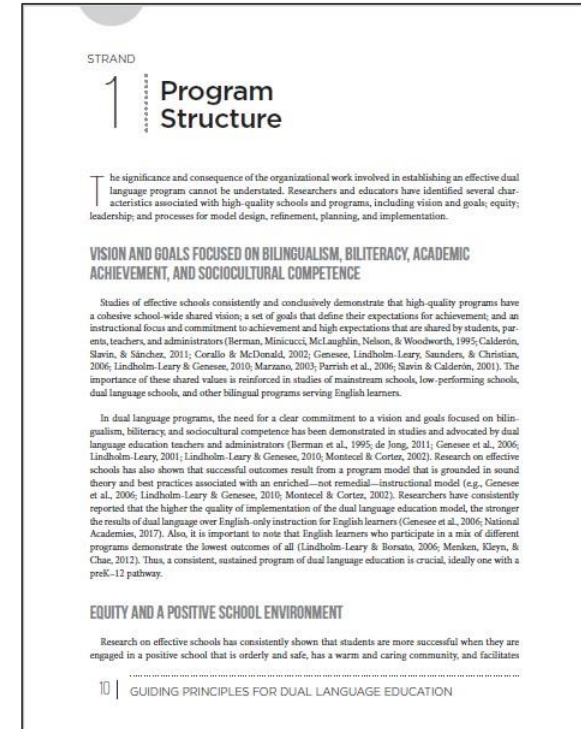
3 Pillars of Dual Language



Equity and High Expectations

Research shows that successful dual language programs include...

- A shared commitment to achievement and high expectations.
- A focus on bilingualism, biliteracy, and sociocultural competence.
- An enrichment - not remedial - program model.
- A well-implemented, consistent, and sustained program model.



**CAL Guiding Principles,
p. 10-11**



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Equity and a Positive School Environment

An equitable and positive school environment includes...

- Understanding the needs of culturally, linguistically, and socioeconomically diverse students.
- Integrating multicultural themes and multiethnic curricular materials in instruction.
- Celebrating and encouraging home language varieties.
- Inviting students to think critically and engage in activities that promote social justice.
- Believing that all children can learn and succeed.

CAL Guiding Principles, p. 10-11



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Additive vs. Subtractive Bilingualism

Additive Bilingualism – Students are provided the opportunity to acquire a second language at no cost to their home language, with the following effects...

- Higher content achievement
- Higher proficiency in the home language and second language
- Improved self-esteem and cross-cultural attitudes

Subtractive Bilingualism – A second language replaces the native language, often with the following effects...

- Lower academic school performance
- Lower levels of second language attainment (LTELs)
- Psychosocial disorders (family issues, mental health concerns, etc.)





Based on the CAL Guiding Principles pg. 10-11, what key points would you want to include in a vision and mission?



What is a vision and mission?

A **vision** is your program's goal—where you hope to see it in the future.

A **mission** provides an overview of the steps planned to achieve that goal.



Vision Statement



Questions to consider:

- Who is the program designed for?
- What are the goals and expected outcomes for students?
- What are the long-term benefits of the program for the entire community?

The vision statement may state something like...

"The dual language program at... is designed to... so that all students..."



Mission Statement



Questions to Consider:

- What key steps will be involved in achieving the vision?
- Who will need to support and champion the vision for it to be realized?
- How will the program focus on key tenets of the vision and goals?

The mission may follow the vision statement with...

"We will achieve these goals by..."



Potential Pitfalls

Pitfall	Suggestion
Language that classifies students as “native speakers” of a language	Consider all students, including simultaneous bilinguals and students who speak a third language at home
Language that centers outcomes on certain student groups	Consider the shared outcomes and goals for all students in the program
Language that “others” the language other than English	Name both languages in the vision and mission to equalize their value



Crafting the Vision and Mission

- What is the role of the Dual Language Advisory Board?
 - Determining the process?
 - Reading and summarizing research?
 - Drafting key language?
- Who will be involved in drafting the vision and mission?
- How will input be sought from additional interested parties?
- How often will the vision and mission be revisited and/or updated?





Where is your school/district in the process of developing a program vision and mission?





Defining the Goals

Define the Goals

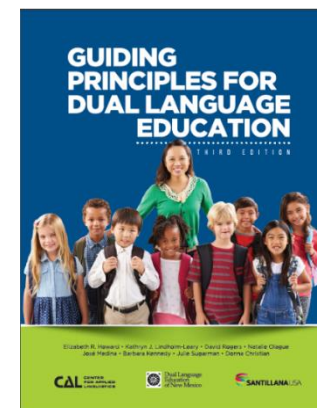
Step 2.b: *Define the three goals of dual language at the local level.*

CAL Guiding Principles Strand 1: Program Structure

Principle 1: All aspects of the program work together to achieve the three core goals of dual language education: grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence.



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Defining the Three Goals



Bilingualism and Biliteracy

- When is a student considered to be fully bilingual and biliterate?

Academic Achievement

- How will grade-level academic achievement be defined and measured?

Sociocultural Competence/Critical Consciousness

- What are ways that sociocultural competence will be demonstrated?



Developing Measures

Bilingualism and Biliteracy	Academic Achievement	Sociocultural Competence
<ul style="list-style-type: none">• Washington State Seal of Biliteracy• Specific language assessments at certain grades• Benchmarks for language growth (in both languages)	<ul style="list-style-type: none">• Student data from Needs Assessment• Specific academic measures• Goals & benchmarks for achievement	<ul style="list-style-type: none">• Specific experiences, reflections, or actions students will take to demonstrate these attitudes and skills





What are some of the current or planned goals of your program?



Communicating the Vision, Mission & Goals

- How will the vision, mission, and goals be communicated?
 - Who should it be communicated to?
 - And for what purpose?
 - In which languages?
- Where should the vision and mission be displayed?
 - Websites? Social media?
 - Brochures? Flyers? Print materials?
 - In the school, district office, classrooms?



Highline Vision & Philosophy



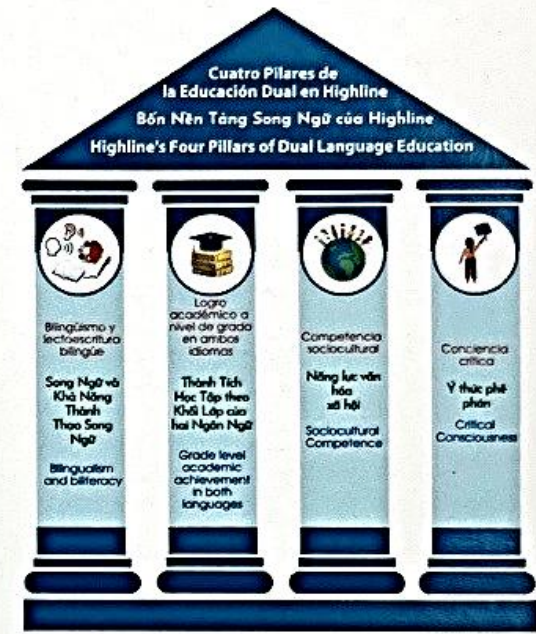
DUAL LANGUAGE PROGRAM VISION AND PHILOSOPHY

VISION

The Dual Language Programs in Highline Public Schools (HPS) will graduate community members who will use their bilingualism, biliteracy, academic knowledge and critical consciousness necessary to disrupt inequitable systems of power in society, and experience success in the future they choose. Highline Public Schools believes that ALL students should have access to a K-12 Dual Language education as well as the systematic support needed to achieve the four pillars of Dual Language education:

- Bilingualism and Biliteracy
- High Academic Achievement for every student in BOTH languages
- Sociocultural Competence
- Critical Consciousness

PHILOSOPHY



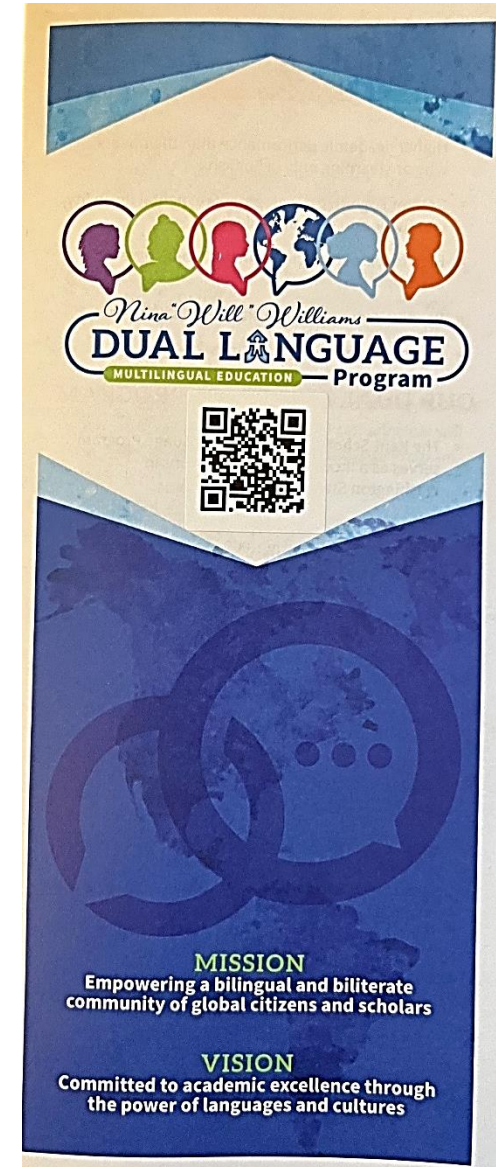
Kent Vision & Mission

Mission

- Empowering a bilingual and biliterate community of global citizens and scholars

Vision

- Committed to academic excellence through the power of languages and cultures



DL Program Framework Example (Evergreen)

[School District Name] is committed to equipping all of our students to the highest level possible in an effort to help them become world competitive as they pursue post-secondary education and career opportunities. We believe there should be equitable access to this education for all of our students. [School District Name] also believes that it is our responsibility to continue to engage all students in their education regardless of their individual or family circumstances. This is in line with our belief that *(insert specific district mission/vision statement or reference here, i.e., no student should drop out of school and that no student is expendable)*.

We believe, and research validates, that dual language programs are consistent with these beliefs and will help us achieve our goals for [School District Name]. We believe that the Dual Language (DL) program in [School District Name] will:

- **Promote high academic achievement of all students and close the achievement and opportunity gaps**
- **Achieve true bilingualism and biliteracy for participating students**
- **Increase culturally responsive teaching throughout the school**
- **Foster and promote cultural diversity and respect among students and their families**
- **Promote a sense of unity throughout the neighborhood school**





How will you (or do you) communicate your vision, mission and goals?





Updates & Opportunities

Dual, Heritage & Tribal Language Grants

Grant Applications for 2023-24



- July 31, 2023 – Intent to Participate survey review date
- August 2023 – FP 748: Tribal Language Grant application opened
- September 2023 – FP 978 & 979: Dual & Heritage Language Grant applications opened
- Dec. 1, 2023 – Final approval date for FP 748, 978, and 979
- January 2024 – Remaining funds will be available for redistribution and additional applicants



DL/HL Professional Learning



2023-24 Dual & Heritage Language Professional Learning

- [Dual Language Webinar Series](#) 1st Tuesdays | 3-4 PM
- [Dual Language "Lunch with Leaders" PLC](#) 2nd Tuesdays | 12-1 PM
- [HL & Less-Commonly Taught Languages \(LCTL\) Educator PLC](#) Nov. 28 | 3-4 PM
- [Heritage Language Webinar Series](#) 1st Wednesdays | 3-4 PM
- Heritage Language Leaders Lunch PLC - [Zoom](#) Dec. 13 | 12-1 PM



Resources & Events

Resources:

- [Washington OSPI Dual Language Education](#) webpage
- [Dual Language Education: What Families Should Know](#) webpage

Upcoming Events:

- [DL "Leadership Lunch" PLC](#) | Tues., Dec. 12 | 12:00-1:00 p.m.
- [DL Webinar: DL Program Models](#) | Tues., Jan. 9 | 3:00-4:00 p.m.





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Connect with us!



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