

**Equitable Engagement in Dual Language Programs: A Professional Development  
Framework for Educators and Administrators**

**Professional Development Presentation  
Slides and Voice Thread**

[Presentation Link](#)

by

Sarina Karito

August, 2024

Supervised by  
Dr. Rosa Mazurett-Boyle

A master's thesis capstone project submitted to the Department of Education and Human  
Development of SUNY Brockport in partial fulfillment of the requirements for the degree of  
Master of Science in Education in TESOL

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**Abstract**

This capstone explores how dual language program frameworks promote equitable engagement in English and the partner language. Through a lens of educational equity and bilingualism it addresses challenges in implementing effective dual language programs. Key issues include lack of comprehensive research, insufficient policy guidance, and shortage of qualified bilingual educators. A two-day professional development program for administrators and educators is presented here with a focus on understanding program characteristics, implementation strategies, and collaborative problem-solving. Expected outcomes include improved educator competence regarding dual language program characteristics, goals and implementation strategies. The research anticipates that well-implemented programs will enhance academic outcomes for English language learners, particularly in reading fluency and long-term achievement. It concludes by emphasizing the potential of dual language programs to close achievement gaps and foster bilingualism when implemented with fidelity. This capstone calls for longitudinal research, evidence-based strategies, and supportive policies to advance equitable bilingual education.

*Keywords:* Dual Language, Implementation, Bilingual, Student, Partner Language

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## Chapter 1

My fascination with Dual-Language Immersion (DLI) programs was sparked the moment I was first introduced to this educational model. My initial exposure was as a substitute teacher at a local district that supported a Dual Language Education (DLE) program. This DLI program offered two different educational tracks. Each track promoted the promise of biliteracy in English and the partner language students chose. Students could choose between Mandarin and Spanish or choose to opt out of the Dual Language (DL) program entirely. This experience opened my eyes to the potential of dual language programs. I was immediately captivated by the culture that radiated from each DL classroom and the opportunities that surrounded them. The district had only recently adopted this educational model and it was evident that the district was still navigating the complexities of administering and teaching the future bilingual population. Despite the challenges I was inspired by the district's attempt to serve the needs of its student population through bilingual education. Overall this experience opened my eyes to the potential of dual language programs as well as the hurdles that schools and districts face when introducing these powerful initiatives.

Despite the growing popularity of dual language programs there is still a lack of research providing guidance on how to effectively promote literacy in two languages (Leary, 2012). According to Leary the United States educational system's current focus is language proficiency in English at both the state and local standards. What this does is leave educators with limited resources and support for fostering systems with biliteracy in mind for DL programs. Despite the consistent research that has shown developing literacy in a student's primary language supports their acquisition of a second language in English language learning students (ELLs) (Leary, 2012). The disconnect between educational policy and best practice in bilingual education

presents a significant hurdle for schools and districts seeking to implement effective dual language programs.

### **Problem Statement**

In this capstone I will be focusing on the overarching question of how dual language programs promote equitable engagement in English and the partner language. This research will analyze the critical factors that contribute to the effective implementation of dual language programs and focus on promoting equitable engagement in both English and the partner language. This capstone will investigate the multiple forms of dual language programs while examining the key factors that contribute to their effective implementation and success. Avila and Lee (2014) found that over 80% of teachers have not received professional development designed to scaffold curriculum or instruction to meet the needs of their multilingual student populations. The authors report that teacher preparation programs have historically neglected to adequately equip secondary educators with the skills and strategies required to foster biliteracy in two languages (2014). This lack of training leaves many secondary teachers ill-equipped to navigate the unique challenges of dual language education. Addressing this gap in teachers is essential for ensuring the success of dual language program success at all levels.

### **Significance of the Problem**

The population of English Learners (ELs) in the United States has grown significantly and the goal of dual language programs should be aimed at providing these students with the right to develop proficiency in English and their native language (Ryan, 2023). However there are still educators who have oriented their teaching to view language as an issue or a resource instead of viewing language as a right (Ryan, 2023). This can be detrimental to ELL students' emotional well-being and the overall effectiveness of dual language programs. The significance

of this problem extends beyond the challenges faced by schools and districts as it directly impacts the educational experiences and outcomes of ELLs. A longitudinal study by Guerrero (2023) found that in the United States dual language programs often use primarily English instead of the partner language. What this does is undermines the core purpose of dual language programs and neglects educational success (2023).

### **Purpose**

Within the proposed professional development (PD) the goal is to educate teachers on how high-quality dual language programs can foster equitable engagement in both English and the partner language. This will include providing teachers and administrators with the skills and strategies necessary to effectively support their multilingual students. The professional development will explore different dual language program models and how to implement them based on the specific context and needs of the district. The PD will be curated to mitigate and assist administrators and educators with the complexities of implementation of dual language programs for districts seeking to establish successful DL programs in the future.

### **Summary**

The goal of this capstone is to explore how dual language programs promote equitable engagement in both English and the partner language. This research will examine various models of dual language education and analyze key factors that contribute to their overall effectiveness. In Chapter 2 I will examine the diverse models of dual language programs and explore how they are implemented across various educational contexts. This analysis will explore the characteristics, goals and student population of each program. I will be evaluating the strengths and limitations of each dual language approach and I will provide key factors that contribute to their effectiveness. In Chapter 3 I will outline the structure and content of the professional

development which aims to equip teachers with the knowledge and skills necessary to implement high-quality dual language programs and foster equitable engagement in both the partner language and English. Chapter 4 will synthesize factors that contribute to the effective implementation of dual language programs as well as offer recommendations for policy and practice to support districts in overcoming the challenges associated with dual language education initiatives.

## **Chapter 2**

### **Introduction**

This chapter will follow and provide a comprehensive examination of dual language education and investigate the framework of dual language programs beginning with the historical development and policy today. In addition to the history of dual language programs this study will focus on the goals and challenges of dual language programs. The following research will assess the successes and obstacles of implementing dual language programs and look to support deeper understanding of dual language programs. Similarly this chapter will explore various program models to highlight the key characteristics of dual language programs and address common misconceptions. Lastly the review will look into various strategies for implementation and examine how these approaches can be effectively applied to assist dual language programs and address existing challenges.

### **History of Dual Language Education**

When discussing the history of dual language implementation it is important to note that bilingual education is the overarching term that encompasses a variety of program models, one of them being dual language programs. Dual language bilingual education is defined by Dorner and Cervantes-Soon (2020) as any program that provides literacy and content instruction to all



students through two languages and promotes bilingualism, biliteracy, grade-level academic achievement, and sociocultural competence. In order to maintain the integrity and cultural consciousness of dual language programs it is essential to explain a brief history of bilingual education in the United States.

According to Baker and Wright (2021) bilingual education in the United States has been historically tumultuous with government policy, sociopolitical factors, and ideologies regarding multilingualism dictating much of its success. The United States has long been a linguistically diverse nation with immigrants arriving in the 17th and 18th centuries with fluency in various native languages. This linguistic diversity was initially widely accepted in which the presence of bilingual schools was first developed. The authors indicate that bilingual education was founded in largely immigrant populations such as German-English schools in Pennsylvania in the 1600s and dual language programs in cities like Cincinnati, San Francisco, and Denver in the 19th century. It was not until the 20th century that the large influx of immigrants that the United States developed a growing desire to enforce assimilation due to fear and nationalist ideologies. In fact the Nationality Act of 1906 required immigrants to speak English in order to gain citizenship, as speaking English was seen as a symbol of loyalty to the United States. This led to the implementation of other policies that further perpetuated monolingualistic ideologies. Later in 1919 the Americanization Department of The United States Bureau of Education developed a resolution suggesting that all public and private schools must be taught in English. It was not until the launch of Russia's Sputnik satellite in 1957 that the United States government questioned the need to improve its educational system. Baker and Wright claim that this event sparked a national debate about the quality of American education and its ability to contend with technological advancements and world affairs. Foreign language was included in the newfound

ideologies of the United States government as a skill to compete in global affairs. In response the National Defense Education Act was passed in 1958 which promoted foreign language learning in elementary, high schools and universities. The authors point out that in the 1960s and 1970s landmark legal cases and legislation such as the Bilingual Education Act and *Lau v. Nichols* provided stepping stones to the advancement of dual language bilingual education in the United States today.

### **How Policy Affects Dual Language Programs**

Educational policies and legislation have a profound impact on the success and shortcomings of dual language programs and bilingual education. Dual language programs today are a direct product of the shifting educational policies and priorities over the past several decades. Educational policy is constantly evolving and these changes can significantly influence the direction of educational programs at any given time. Hernández and Alfaro (2019) report that California is still currently facing a massive bilingual teacher shortage stemming from Proposition 227 despite being enacted over two decades ago and Proposition 58 repealing it in 2016. The effects of this earlier legislation has been devastating for California educational systems. The authors assert that the impact of Proposition 227 today has made it extremely difficult for administrators to fill bilingual teacher positions. Proposition 227 eliminated bilingual education in California and with the removal of bilingual instruction even aspiring bilingual teachers were unable to attend university classes in their native language . This severely impacted bilingual teacher candidates' educational preparation and support to effectively teach in the partner languages of dual language programs. The barrier that Proposition 227 created significantly barred the development of qualified bilingual teachers. Due to the lack of access to university coursework and resources in their native languages this directly impacts their ability to

deliver high-quality dual language instruction. Educational policies in other states that mirror the goals of Proposition 227 undermine the ability of school districts all over the country to build a stable foundation of qualified bilingual teacher candidates at the university level and thereafter.

Baker and Wright (2021) contend that one of the most recent and notable policy advancements for dual language bilingual education in the United States has been the Every Student Succeeds Act (ESSA) and The Seal of Biliteracy. The Seal of Biliteracy is a national legislation that recognises students that are proficient in two or more languages at graduation with a seal of biliteracy stamp on their diploma. By recognizing and commemorating students' proficiency in two or more languages at graduation the Seal of Biliteracy has created an incentive for parents to enroll their children in dual language programs. Additionally this acknowledges the linguistic assets that bilingual students have and creates incentive for other students to value bilingualism in their educational journey. The authors also indicate that while this legislation has been put into effect in order to signify accomplishment for bilingual students, some fear that it may be disproportionately awarded to white students in an effort to make them appear more marketable rather than being an actual reflection of academic achievement. Others worry that the Seal of Biliteracy may not be taken seriously as a legitimate academic accomplishment specifically for students of color.

Polanco and De Baker (2018) indicate that ESSA proposes equity and high quality education for all students but has been criticized for lack of specific guidance on how to effectively implement dual language and bilingual programs. Adding that this lack of knowledge and training directly impacts the success of these programs for emergent bilingual students. Educational policy had the power to directly impact the success of dual language programs and bilingual education.

In this section I presented a brief review of the historical and political influences that impact bilingual and dual language programs in our schools. The objective is to present background information since the goal of this capstone project will be to address this issue by providing more education on the equitable framework of dual language programs for English and the partner language.

### **Dual Language Program Goals**

Due to the nature of the capstone it is necessary to state dual language program goals prior to discussing different dual language program models. The most clear indicator of a dual language program is the program goals and key differences in comparison to other bilingual education models. The goals of a dual language program offers administrators and educators clear guidance on the implementation of the program model. A study by Torres-Guzmán et al. (2005) found that teachers often misuse the term *dual language* to refer to what is actually a bilingual enrichment program. This stems from the lack of knowledge of the basic guidelines and principles that define a dual language program. Despite believing that they were providing dual language education the educators in the study were in fact implementing an entirely different bilingual education model to emergent bilingual students.

With this in mind a foundational step in understanding dual language programs is to understand the core principles and goals of dual language education. Educational policies have not clearly defined the guidelines for dual language programs therefore researchers have compiled core principles and goals based on educational analysis. The goal of dual language education is vast but can be summarized as a bilingual educational model that provides an equitable framework by providing minority language students and majority language students with education in partner language as equally as English in the curriculum and instructional time.

Cervantes-Soon et al. (2017) state that critical consciousness should be a pillar of bilingual education and dual language programs. Because of the historical dominance of English and the sociopolitical power it holds, critical consciousness is essential in dual language programs. Dual language programs must actively challenge the marginalization of the minority languages and communities in order to foster true equity and cross-cultural understanding. The authors state that mainstream two-way immersion programs often commodify and marginalize emergent bilingual speakers and neglect the support of the interests of the minority language group. The framework of dual language education has the potential to disrupt the assimilationist history of bilingual programs by treating the partner language as equally valuable and a right to minority language students. In order for this to be successful this requires a deliberate effort from the educational system along with all staffing components to actively recognize and counter the privilege of English. Torres-Guzmán et al. (2005) state dual language programs should provide all students with biliteracy and high academic achievement in both English and the partner language. This is a standard that should be maintained throughout the entirety of an emergent bilingual student's educational journey. The authors maintain that having a strong educational curriculum rooted in cross-cultural understanding and combating sociopolitical inequities of the partner language and English integrated into the program is of high need. Dual language programs can take on various methods and forms depending on the school and district needs. Dual language programs that can be implemented in various ways and can depend on several factors including student population, community support and the target language.

Grasping the goals of dual language programs is an initial step in comprehending the framework of effectively implementing strategies for dual language programs. Assessing and understanding the many factors that impact the school of community can assist in developing and

implementing a dual language program within the district. The goal of this capstone is to provide understanding regarding dual language programs which can further the goals of dual language goals for districts planning to implement this bilingual educational model and demonstrate the value dual language program frameworks have when promoting equitable engagement in the partner language and English.

### **Defining Dual Language Education**

Dual language programs can have many different names when examining research for example Two-way immersion (TWI) dual language programs are a common name and model and often used interchangeably with the definition of dual language programs. Other titles to look for when referencing dual language programs are bilingual immersion, two-way bilingual, two-way immersion, and dual immersion programs (Moughamian et al., 2009). It is important to note that for future reference it is essential to understand the goals that define a dual language program regardless of the name being used to describe the bilingual educational program being referenced.

As previously stated bilingual programs can often be mistaken for one another and awareness needs to be made regarding clear understanding of each program model. One of the most primary indicators of defining a TWI program is that a dual language program consists of both native speakers of the partner language and native English speaking students (Polanco & De Baker, 2018). A partner language in the context of a dual language program and this capstone is any language taught alongside English, such as Spanish or Mandarin in order to support the minority language students. This can vary depending on the student demographic and population each individual school program is serving. This approach allows for language minority and language majority students to learn together. The goals of the TWI program would be the same

as the goals addressed previously, to provide students with biliteracy and high academic achievement in both English and the partner language while promoting cross cultural understanding and social justice. However the pathways to achieving these goals can look different depending on the specific model implemented.

According to Polanco and De Baker (2018) two common models used in TWI programs are the 90:10 model and the 50:50 model. In the 90:10 model 90% of educational instruction is provided in the partner language and the remaining 10% of instruction in English. During this instructional time students will be taught literacy and reading in the partner language and the 10% of English instruction will focus on oral proficiency. As students advance to second to third grade the amount of instructional time provided in the partner language decreases from 90% to 80%, with the remaining 20% dedicated to English instruction. By the time students reach fourth grade the instructional time is evenly distributed between the partner language and English.

The authors note that in comparison to the 90:10 model, the 50:50 model is immediately established with an equal distribution of instructional time between the partner language and English and this is maintained throughout the students' educational years (Polanco & De Baker, 2018). Eventually both program models conclude with the same educational goal of sustaining half of educational time in the partner language and the other in English. The choice between each model often depends on factors such as the school's population needs and the district's personal educational goals based on collaborative goals. Understanding the primary characteristics of each approach can help schools choose the appropriate dual language program model they see fit for their student population and district.

**Benefits**

Two-way immersion dual language programs offer a number of notable benefits for emergent bilingual students and establishing biliteracy. The goal of this capstone is to examine and discuss why the framework of dual language programs promotes equitable engagement in both English and the partner language, a primary benefit of dual language programs. Equitable and justice oriented education for the consistently growing emergent bilingual student population is a tremendous necessity that must be addressed. Many researchers and educators believe that two way immersion programs are a promising method to bridge and close the achievement gap caused by inequities of emergent bilingual students (Li et al., 2016). Due to the current socio-political privilege of English, dual language programs can help to combat this social injustice as well as preserve minority languages (Christian et al., 2000).

One of the benefits of two-way immersion stems from integrating language minority and language majority students which can contribute to the development of cross-cultural understanding and help combat social inequality while supporting biliteracy (De Jong & Howard, 2009). In the two-way setting students are able to practice literacy with native speakers of both languages, an opportunity that would not be possible in a one-way immersion setting (De Jong & Howard, 2009). Cognitive research has also found that the use of both languages and bilingualism can improve working memory and selective attention, both of which are beneficial for academic success (Li et al., 2016).

Polanco and De Baker (2018) claim that studies have shown that emergent bilingual students in dual language programs demonstrate greater levels of reading fluency and faster growth in reading compared to students in traditional education and reading programs. Additionally, a study by Serafini et al. (2020) found that fifth-grade students in a two-way



immersion program exhibited better academic achievement. A study by Thomas and Collier (2002) found that for language minority students, in comparison to other bilingual educational programs, two way immersion was the strongest program for achieving long-term academic success. Comparative studies between popular emergent bilingual educational programs such as *push in* and *pull out* methods in comparison to dual language programs have found that TWI programs were the most effective when assessing English language proficiency by grade 11 (Kim et al., 2013). Another study done by Bialystok et al. (2012) found that when assessing students using the WUG test of morphological awareness dual language students performed better than English only students. Despite the large amount of research that explains the success of bilingual education there is a limited amount of research that specifically examines the success of dual language programs in long term studies and should not conclude with the examples given above.

### **Limitations**

Though there are many benefits to dual language immersion programs there are limitations that should and can be addressed. Starting at the sociopolitical status of both languages, English being the dominant language sociopolitically this can create an imbalance of equity of programs that are not implemented with fidelity. The sociopolitical imbalance can interfere with the overarching goal of TWI programs. Many limitations of dual language programs can be linked to the lack of educational preparation most districts face when implementing dual language programs (De Jong & Howard, 2009).

Another common issue that affects dual language programs is the lack of professional development and support for teachers to effectively collaborate on instruction which is what this capstone hopes to mitigate. A study done by De Jong & Bearse (2012) found that educators in a

TWI program did not have the same planning time as their classroom counterparts. Spanish teachers in this district found themselves feeling less important than other educational subjects such as math, and English language arts. The authors recommend that dual language programs must prioritize equity and integrity of both students and educators. The success and integrity of these programs starts at the administrative level. Administrators play a critical role in ensuring teachers receive the necessary support in order to effectively implement bilingual instruction with their educational counterparts. Without the equitable treatment of the educators this ultimately impacts the educational outcomes for students. The same study found that the linguistic equity or instructional time spent on the partner language in a dual language program evaporated as students entered into high school with less than 10% of instruction in the partner language. This nearly eliminates the access emergent bilingual students have to Spanish language and their literacy development.

The culminating goal of dual language programs is to develop biliteracy in both English and the partner language. If students are not provided equitable access and instruction in the partner language achieving biliteracy becomes unattainable. Kim et al., (2013) maintains that the effectiveness of TWI programs for both language-minority and majority children relies on the quality of the educational climate provided in the classroom which includes cultural social integration and student collaboration. Dual language programs can also be limited due to the geographic location, states with a higher concentration of students speaking the minority language will have a higher demand for students dual language programs in that area. In addition to this, Kim et al states that studies have found that English speaking students are less likely to become proficient in the partner language due to the lack of opportunities to speak the minority

language whereas students of the minority language are highly likely to become proficient in English.

### **Other Bilingual Programs**

In order to accurately understand Dual Language programs it is essential to understand other bilingual programs that may be mistaken for Dual Language programs because of how vast the topic is and often misunderstood even by language educators. The first program discussed is called Transitional Bilingual Education (TBE), these programs focus on transitioning students from their native language to English only classrooms as quickly as possible (Serafini et al., 2020). Moughamian et al. (2009) describe transitional bilingual programs focus on helping ELLs acquire English as quickly as possible and ask that students be instructed in both their native language and English and conclude language education in their native language by second or third grade. The reason for this is due to the belief that students will become too reliant on their native language will not become fully proficient in English. These programs have shown to be effective in outperforming ESL only programs but differ from dual language programs due to the goal of eventually eliminating education in the students native language. Ideally in a dual language program the goal is to have language immersion of English and the partner language until graduation. Despite the differences in these programs they are often spoken of alongside dual language programs because students are also taught in their native language just as dual language programs which can lead to misunderstanding of program goals and differences.

Moughamian et al. indicate that a second program that we need to discuss is Developmental Bilingual Education (DBE) or sometimes referred to as late exit or maintenance education and this model much like TBE has emergent bilingual students learn in their native language but for several years into their education. The goal of this program is to use the students

L1 to support English. Noting that the goals of a dual language program differ from this which is to maintain and achieve bilingualism throughout the entire duration of school for language majority and language minority students.

A third program labeled one-way immersion is another form of bilingual education, provides students 90%-80% of instruction in the target language (Serafini et al., 2020). One-way programs typically serve linguistically homogeneous groups and can be implemented for various reasons such as foreign language programs that provide content instruction in another language for English-speaking students and heritage programs designed to sustain and sometimes revitalize languages (Dorner & Cervantes-Soon, 2020). Canadian immersion programs are spoken highly of in terms of referencing bilingual education programs and implementation of bilingual programs. The awareness for Canadian immersion programs has spread worldwide and should be mentioned when discussing other bilingual programs that may be mentioned when trying to gain understanding of key differences in comparison to dual language programs. A study done by Cenoz (2005) discusses multiple forms of bilingual education and attempts to define the differences while also defining programs. Canadian Immersion programs require students to use an additional language for at least 50% of academic instruction in primary school. Noting that unlike dual language programs, Canadian immersion programs do not include students that are fluent in the partner language.

Cenoz points out that Content and Language Integrated Learning (CLIL) is a term that has been defined by the European Network of Administrators, Researchers and Practitioners as any activity that uses a foreign language as a tool for a non-language course and each is used in conjunction with one another. Cenoz uses Content and Language Integrated Learning and Content Based Instruction (CBI) interchangeably and refer to each method as so which should be

considered when understanding bilingual programs and how methods can be defined. These programs are aimed at majority speaking L1 speakers but because of the diverse student population this often includes students that are multilingual. Different from dual language programs, CBI/CLIL programs can include two to three different languages included in the program whereas dual language programs only include the majority language and partner language . This same study describes the vastness of CBI/CLIL because of the numerous ways each program has been carried out . For example this study discusses type A, B, C and D programs all falling under the category of Content-Based Instruction and Content and Language Integrated Learning . Each type has a different focus, for instance program model A consists of immersion and the content of each academic subject is taught through a foreign language such as physical education or technology and students are assessed based on content instruction, not the foreign language . In program model B foreign language instruction is thematically based and content from each school subject is used in foreign language class and student assessment focuses on the foreign language . For each model parents choose which model their pupil will be attending, in this specific study the most popular model was program model D where students were taught fully in Basque regardless of their L1, some students who opted into this model had an L1 of Basque and some had an L1 of Spanish . In comparison to dual language programs the primary differences to observe is that CBI/CLIL program models are not made for students of a minority language and support more than two languages in a program whereas dual language programs focus on both majority and minority language students and utilize only two languages.

### **Dual Language Implementation Strategies**

The goal of this capstone project is to highlight how the dual language framework can promote equitable engagement in both the partner language and English. The aim is to educate

on dual language programs and spread awareness and understanding while assisting in the continued development of the equitable framework for educators to implement. Dual language programs can take various models but there are specific elements that are crucial for these programs to serve their intended goal and purpose. For example identifying the target or partner language that best serves the student population is a key need. Dual language programs serve both majority and minority language students so it is important to have a fair representation of each in the classroom to facilitate meaningful engagement. Classroom engagement is a central component of dual language programs because it contributes to the success of the equitable framework. When developing these programs it is also important to create an environment where teachers can collaborate effectively with other educational staff. Staff should be provided planning times that coincide with other core staff members. Dual language programs would have all students learning equally in both English and the partner language, therefore all staff should be equipped to support this model by being bilingual in the partner language or including bilingual paraprofessionals that can assist.

One of the most prevalent obstacles for dual language programs is trying to sustain a program while having a lack of qualified bilingual educators. Solutions to this issue require collaboration and dedication to supporting emergent bilingual initiatives. Kim et al. (2013) proposed a solution to overcome this challenge including implementing a foreign exchange program. In this program teachers from the partner language's country can be brought into the district for an internship experience and are offered to stay with host families from the school or community. This opportunity provides a cultural exchange that can support cross-cultural understanding and integrate community support for the program. Methods to be able to sustain this program could be supported through federal or state government compensation. Additionally

it is essential to provide regular professional development for educators and administrators in order to sustain the success of dual language programs. It is crucial for administration and teachers to be dedicated to the program's success and establish strong communication and collaboration in order to support and effectively implement a dual language program. Along with strong educational communication it is important to organize a network between parents and the broader community for long-term sustainability of dual language programs.

### **Conclusion**

The history and implementation of dual language programs in the United States has been complex and sociopolitically turbulent that has shaped dual language bilingual education. While dual language programs offer a number of benefits such as promoting bilingualism and cross-cultural understanding they also face significant challenges that must be addressed for long-term success. One of the primary challenges for districts is a lack of qualified bilingual educators. Many districts struggle to locate teachers who are proficient in both English and the partner language and highly qualified in teaching in both. This kind of education is essential for delivering high quality dual language instruction. In addition to this another challenge to overcome is the tendency for the partner language to be marginalized as students progress through the grades, with less and less instructional time dedicated to it. This then jeopardizes the very core goal of dual language programs. Educators must make a strong effort to recognize the sociopolitical advantages associated with English and actively work to address and combat this imbalance. Ultimately for dual language education to fulfill its potential it must be grounded in a critical consciousness and strong collaborative goals that are aligned and effectively communicated throughout the district. In the next chapter I present a professional development

that aims to mitigate the issues presented here and promote equity and engagement in English and a partner language.

### **Chapter 3**

This chapter will provide a comprehensive written narrative of the professional development attached to the capstone. The chapter will teach and explain what dual language programs are and what can be done to successfully implement dual language programs into school districts. The goal of this portion of the capstone and professional development seeks to offer valuable insight and guidance for educators and administrators looking to integrate a dual language program effectively into their school district. The reader can find all tools or materials attached at the end of the chapter and presentation.

#### **Day 1**

This professional development (PD) will be presented to administrators and educators in a school setting. The participants will receive an agenda with the learning goals and activities for day 1 (see Appendix A). On the first day of the PD the teachers and administrators will learn the key characteristics of dual language programs and dual language program models. The professional development will start with an icebreaker to establish a collaborative environment. The icebreaker activity is known as Guess the Animal. Each participant will receive a sticky note with the name of an animal written on it in which they will place it on their forehead without looking at it. The goal is for each person to figure out which animal they have by asking yes-or-no questions to the other participants about the animal's characteristics. Participants will be asked to move around the room to ask other participants questions. Everyone is only allowed to ask one question to a singular participant before they must move on to someone else to ask their next question. When a participant feels confident about their guess or has asked everyone in



the room a question they can sit down. Once everyone is sitting, one at a time each person will either ask the group two more questions about their animal if they're still unsure or they can share their guess with everyone before the animal is revealed.

Once the icebreaker is completed all participants will be briefed and asked to complete a pre-assessment to assess for current understanding (see Appendix B). The assessment will be based on the information provided in the professional development and the target learning goal, defining and characterizing dual language programs and explaining implementation strategies for success. All participants will be provided 5 minutes to complete this assessment. It is important to remind participants that this is simply a check for understanding in order to ease anxiety and maintain a brief assessment time. The purpose of the pre-assessment will be to assess the professional development's effectiveness. Once all participants have completed the pre-assessment they will be informed that they will be retaking this same assessment at the end of the professional development.

The professional development will then lead into a presentation explaining the goals of the professional development and explain what are dual language programs. This first topic discussed will be the importance of understanding dual language programs. It is essential to understand dual language programs because they are often misunderstood and misrepresented even by the educational communities. As discussed in the literature review Torres-Guzmán et al. (2005) found that teachers often misuse the term *dual language* to refer to what is actually a bilingual enrichment program and this stems from the lack of knowledge of the basic guidelines that define a dual language program. This is not only harmful for the students due to the misrepresentation of their education but also future educators. In order for dual language programs to be successful everyone must understand the components of dual language programs

thoroughly. This includes goals of dual language programs, key characteristics of dual language programs and who dual language programs aim to support.

The goal of a dual language program is to cultivate biliteracy and cross-cultural understanding for all students within the educational model. This is one of the first reasons why the framework of dual language programs provides equity for the partner language and English. The learning target is to be able to accurately describe key characteristics of a dual language program and strategies for successfully implementing a dual language program. Understanding the goals of a dual language program creates a collaborative goal for all participants to work towards. In order to achieve success it is essential to have a common goal moving forward. Achieving biliteracy and cultivating cross cultural awareness should be the foundation of a dual language program. Due to the historically tumultuous relationship bilingual education has had with government policy, sociopolitical factors, and ideologies this has dictated much of its success (Baker & Wright, 2021). There has not been a strong enough policy put in place to secure the success of a united understanding regarding dual language programs. Given the sociopolitical impact and the privilege of English it is crucial to address the marginalization of students who speak minority languages. This highlights the importance of integrating cross-cultural understanding as a fundamental component of dual language program models.

The presentation will then lead into explaining the key characteristics of dual language programs. Key characteristics of a dual language program include providing education in both English and the partner language equally to majority language students and minority language students. These are key characteristics that exemplify equity for both the partner language and English. A dual language program implemented with fidelity provides equal educational content in both English and the partner language throughout the duration of a student's education. This

distinguishes dual language programs from other bilingual educational programs that may be mistaken for true dual language approaches. A true dual language program must maintain a balanced student population of both minority and majority language students. This student composition is essential for fostering true bilingualism and cross-cultural understanding. Without the proper organization of students the program would not be preserving the core goals of dual language education. Dual language programs need balanced representation in order to achieve its intended purpose of providing equitable education in both the partner language and English. Maintaining fidelity of a balanced amount of majority language and minority language speakers ensures that both groups have an ample amount of opportunities to learn from each other (Serafini et al., 2020; Thomas & Collier, 2002).

While the key characteristics of a well designed dual language program remain consistent the specific program models can vary. These dual language models may differ in their implementation but they all share the same essential features to promote true equity between the partner language and English. The first model discussed will be the 90:10 model. In the 90:10 model 90% of educational instruction is provided in the partner language and the remaining 10% of instruction in English (Polanco & De Baker, 2018). During this instructional time students will be taught literacy and reading in the partner language and the 10% of English instruction will focus on oral proficiency (Polanco & De Baker, 2018). As students advance to second to third grade the amount of instructional time provided in the partner language decreases from 90% to 80%, with the remaining 20% dedicated to English instruction (Polanco & De Baker, 2018). By the time students reach fourth grade the instructional time is evenly distributed between the partner language and English (Polanco & De Baker, 2018). The second model discussed will be the 50:50 model. The 50:50 model promotes equity by providing equal

instructional time for students in both the partner language and English from the time they enter school until graduation. This balanced approach ensures that minority and majority language students have ample chances to develop proficiency in both languages. The 50:50 model upholds the core principles of dual language education which is to foster bilingualism and cross-cultural understanding for all students. Both the 50:50 and 90:10 dual language program models aim to provide equal instructional time in the partner language and English at some point during a student's educational journey. While the specific distribution of time may vary, the goals and characteristics as discussed remain the same.

In conclusion to the presentation the participants will then be asked if they have any questions or would like further elaboration on any of the topics discussed. Once participants have achieved a comprehensive understanding of the concepts presented they will be asked to participate in a group activity (see Appendix C). This activity will serve as a future reference and as a means to assess the knowledge retained and acquired during the presentation. Given the absence of specific guidelines from educational policies of dual language programs it is crucial for educators and administrators to have access to a clear understanding for the primary characteristics and objectives of these programs. The participants can work together on the activity and will be provided 5 minutes to complete the handout. Once the five minutes is completed everyone will be asked to share a few of their answers for everyone to be able to add to their handout as a future reference.

## **Day 2**

This professional development will be presented to administrators and educators in a school setting. The participants will receive an agenda with the learning goals and activities for Day 2 (see Appendix D). On the second day of the PD the teachers and administrators will learn

the benefits of dual language programs and strategies and obstacles for implementation. The goal will be to complete a group activity discussing issues and solutions to implementing a dual language program in the district they are currently in for the future. Day 1 focused on understanding dual language programs so all participants have a foundation of understanding this way they are able to consider dual language implementation within their district. start with another icebreaker much like Day 1. The icebreaker is known as Guess the Fruit. Each participant will receive a sticky note with the name of a fruit written on it in which they will place it on their forehead without looking at it. The goal is for each person to figure out which fruit they have by asking yes-or-no questions to the other participants about the fruit's characteristics. Participants will be asked to move around the room to ask other participants questions. Everyone is only allowed to ask one question to a singular participant before they must move on to someone else to ask their next question. When a participant feels confident about their guess or has asked everyone in the room a question they can sit down. Once everyone is sitting, one at a time each person will either ask the group two more questions about their fruit if they're still unsure or they can share their guess with everyone before their fruit is revealed. Participants will be familiar with this activity and hopefully more comfortable during engagement due to the familiarity of the icebreaker.

Once the ice breaker has been completed the participants will be provided a refresher on what was learned on day 1 briefly. The educators and administrators will be reminded of the goals and key characteristics of dual language programs. The goal of a dual language program is to cultivate biliteracy and cross-cultural understanding for all students within the educational model. The key characteristics of a dual language program include providing education in both English and the partner language equally to majority language students and minority language

students. Dual language programs provide equal educational content in both English and the partner language throughout the duration of a student's education. Lastly these educational models maintain a balanced student population of majority language and minority language students. When this concludes participants can ask questions for clarity regarding day 1. The educators and administrators will then partake in a presentation explaining the benefits of dual language programs and strategies and obstacles for implementation.

Dual language programs offer a wealth of benefits for students and communities. Many researchers and educators believe that two way immersion programs are a promising method to bridge and close the achievement gap caused by inequities of emergent bilingual students (Li et al., 2016). The current state of policy and society makes English the language of power and dual language programs can help to preserve minority languages (Christian et al., 2000). Due to the key characteristics of dual language programs which includes equal representation of majority language students and minority language students this helps to break down social justice barriers and support biliteracy (De Jong & Howard, 2009). By fostering an environment where minority and majority language students learn from one another this contributes to the core goal of dual language programs. The two way language setting enables students to practice literacy with native speakers of both languages, an opportunity that would not be possible in a one-way immersion setting (De Jong & Howard, 2009). Based on cognitive research studies have found bilingualism can improve working memory and selective attention, both of which are beneficial for academic success (Li et al., 2016). Additionally studies have shown that emergent bilingual students in TWI programs demonstrate greater levels of reading fluency and faster growth in reading measures compared to students in traditional reading programs or Transitional Bilingual Education programs (Polanco & De Baker, 2018). A study done by Serafini et al. (2020) found

that fifth-grade students in a two-way immersion program exhibited better academic achievement. In a comparative study Thomas and Collier (2002) found for language minority students in comparison to other bilingual educational programs, two way immersion was the strongest program for achieving long-term academic success. While there has been well documented benefits for bilingual education and dual language education there is still a lack of long term research. The participants will be prompted to ask any questions for clarification if needed and then the presentation will move on to discussing strategies and obstacles for implementing dual language programs.

Discussing current strategies and obstacles are essential in developing dual language programs because there is a lack of guidance and educational policy for teachers and administrators to refer to. One of the first tools needed when implementing a dual language program is to identify the partner language you would like to serve. Assess how community members would benefit from the dual language program as well as students. Dual language programs require all students learning equally in both English and the partner language, therefore all staff should be equipped to support this model by being bilingual in the partner language or including bilingual paraprofessionals that can assist. The lack of qualified bilingual educators is a current obstacle that many dual language programs face. One strategy used to overcome this challenge includes implementing a foreign exchange program where teachers from the partner language's country are brought in for an internship experience with host families from the school community (Kim et al., 2013). This can be supported by state or federal compensation (Kim et al., 2013). It is essential to provide regular professional development for all educators and is crucial for the success of dual language programs. When applying a dual language model, administration and teachers must be dedicated to the program's success and have a cohesive

foundation for the framework and goals of the program. The professional development sessions should not only focus on improving instructional skills but also foster collaboration among teachers. Ensuring educators have allotted collaboration time or prep times together is crucial for educators in dual language programs. Additionally another key strategy for implementation is having fair representation and collaborative engagement for students.

The participants will be prompted to ask any questions or clarification they may need on the provided information. When questions have subsided the group will then be asked to participate in a group activity (see Appendix E). The participants should get into groups of 3-4 and will be handed a worksheet. The provided activity will ask the groups to identify one specific challenge regarding the implementation of dual language programs based on your current district and how can this challenge be addressed? They will also be asked what role do administrators play in fostering a supportive dual language environment for both educators and students? The goal of this activity is to foster a collaborative environment. In order to successfully sustain a dual language program it is paramount that educators and administrators are able to develop solutions to obstacles together. The teachers and administrators will have 5-10 minutes to work through this and then be asked to share their answers with the group voluntarily. To conclude the professional development participants will be asked to take the pre/post assessment that was presented on Day 1 (see Appendix B).

In conclusion, this professional development aims to provide educators and administrators with a comprehensive understanding of key characteristics of dual language programs and strategies to successfully implement into districts. By addressing these goals and highlighting the core components of equitable dual language models, this training will foster and develop a strong foundation for educators and administrators to implement and establish dual



language programs. Participants will leave with guidelines and necessary skills to implement dual language programs and have to refer back to in the future

Chapter 4 will discuss conclusions regarding the research found within this capstone about how the framework of dual language programs creates equitable opportunities for English and the partner language. This chapter will examine the implications for student learning as well as the implications for teaching. Upon concluding the chapter recommendations for future actions will be proposed and will be informed by the conducted research.

## **Chapter 4**

### **Introductions**

In this capstone I analyze and investigate the overarching question of how dual language programs promote equitable engagement in English and the partner language. The problems identified within this research include a need for more comprehensive long term research on dual language programs and guidance on implementation. Additionally there is a lack of educational policy that provides direction for administrators and educators. With this there is a need for more instructional support for bilingual education strategies, specifically surrounding dual language program models. Lastly, schools face challenges in finding qualified bilingual educators to support these programs and struggle to provide educators with adequate professional development to contribute to district collaboration and communication.

### **Conclusions**

In conclusion the framework of dual language programs provides more equitable opportunities for both English and the partner language. When implemented with fidelity, dual language programs can provide minority language and majority language students with the most long term success (Thomas & Collier, 2002). These programs have immense potential to close

the achievement gap for bilingual students (Li et al., 2016). By providing equitable instruction in both the partner language and English the framework of dual language programs possess the potential to foster cross-cultural equity (De Jong & Bearse, 2012). Gaining this achievement requires qualified educators and continuous professional development for both educators and administrators (De Jong & Howard, 2009). Continued research of dual language programs is necessary in order to reach the full educational potential of this bilingual education model.

### **Implications for Student Learning**

Dual language programs have significant implications for student learning. One notable example is fostering the growth of cross cultural understanding between majority language students and minority language students (De Jong & Bearse, 2012). The framework of dual language programs provides a balanced amount of majority and minority language students together with an equal amount of instructional time in the partner language and English provides a stable foundation for cultivating cross-cultural understanding. Additionally dual language programs implemented with fidelity provide students with more academic success long term (Thomas & Collier, 2002). Cognitive studies have found that the use of both languages and bilingualism can improve working memory and selective attention (Li et al., 2016). Other studies have shown that emergent bilingual students in TWI programs demonstrate greater levels of reading fluency and faster growth in reading measures compared to students in traditional programs or Transitional Bilingual Education programs (Polanco & De Baker, 2018). In conclusion dual language programs have significant benefits for student learning and equitable engagement.

### **Implications for Teaching**

Dual language programs not only impact student learning significantly but also introduce important considerations for teaching practices. One of the primary things to consider is providing high quality professional development for educators. Finding qualified teachers for dual language programs is currently a challenge and it is crucial to offer educators ongoing professional development when in these program models (Polanco & De Baker, 2018). Due to the lack of guidance for dual language programs from educational policies and legislations it is especially important for educators to have professional development and sufficient collaborative opportunities organized into their schedule (Polanco & De Baker, 2018). Additionally teachers are responsible for fostering the shared goals of the learning community. Dual language program educators are continuously responsible for developing the harmonious goals of the program and encouraging cross-cultural understanding (Cervantes-Soon et al., 2017). This responsibility continues outside of the classroom as an advocate for the program and as a key point of communication for the parents.

### **Recommendations**

Recommendations for future actions involve conducting extended studies to assess the success of dual language programs. Research should offer more support in gathering evidence-based instructional strategies and curriculum guidance for dual language programs due to the lack of guidance educational policy offers (Baker & Wright, 2021). With all things considered, districts looking to successfully develop a dual language program would benefit from research conducted exploring the benefits of different program models and what contributed to their success (De Jong & Howard, 2009). Additionally, increasing support for educators and aiding in the current shortage of qualified teachers. By addressing these gaps

districts can better their position themselves to provide majority language and minority language students with a high quality dual language program.

### **Final Thoughts**

Dual language programs offer a promising framework for promoting bilingualism, academic achievement, and cross-cultural understanding in an increasingly diverse educational setting. This research has highlighted several key findings for implications regarding student learning and teaching practices. This evidence suggests that when implemented with fidelity, dual language programs can provide long-term academic benefits for both minority language and majority language students and have the potential to close achievement gaps. Moreover, the balanced approach of dual language instruction creates student learning opportunities for cultivating cross-cultural understanding and an authentic bilingual learning environment. However, the success of these programs hinges on several critical factors. First and foremost is the need for qualified educators and ongoing professional development. Additionally, the need for continued study of dual language programs and strategies for instruction. By focusing on these areas educators and policymakers can work towards creating more equitable and effective bilingual education models that prepare students and educators for success in sustaining dual language program models.

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**Appendix A  
Agenda for Day 1**

<b>AGENDA</b>	<b>Target goal</b> Understand Dual Language program key characteristics and strategies for implementation
<b>Icebreaker</b> Guess the Animal	time <b>5 min</b>
<b>Pre-Assessment</b> Check for understanding based on dual language programs	time <b>5 min</b>
<b>Understanding Dual Language Programs</b> Importance of understanding, key characteristics, dual language program models	time <b>15 min</b>
Dual Language Program Models 90:10 50:50	time <b>8 min</b>
<b>Closing Activity</b> Discussing key characteristics	time <b>5 min</b>





**Appendix D**  
**Agenda for Day 2**

<b>AGENDA</b>		<b>Target goal</b>
<b>Icebreaker</b> Guess the Fruit	time <b>5 min</b>	Understand Dual Language program key characteristics and strategies for implementation
<b>Refresher</b> Understanding Dual Language Programs	time <b>5 min</b>	
<b>Benefit's of Dual Language Programs</b> Reviewing research that has discussed the benefits of dual language programs	time <b>12 min</b>	
<b>Implementation strategies and obstacles</b> Discussing strategies for implementation and continuation of DL programs	time <b>12 min</b>	
<b>Activity</b> Discussing issues and solutions	time <b>5 min</b>	
<b>Post Assessment</b> Discussing issues and solutions	time <b>5 min</b>	

