Implementation of Spanish and Korean Dual Language Education Programs in L.A. Unified Elementary Schools

Independent Analysis Unit
Los Angeles Unified School District

November 2019

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Glenn Daley, Managing Editor

Acknowledgments

Technical Report

For more information about the methods used in this report, view the Technical Appendix provided on our website, laschoolboard.org/iau. This document contains Technical Appendices A-D, which cover our methods, observation protocol, survey instruments, and additional analyses.

EXECUTIVE SUMMARY

Los Angeles Unified School District's Board of Education and the State of California have promoted bilingualism and biliteracy through policy such as the "Establishing a Commitment to Biliteracy for All" (Res. 103 16/17) and the California State Superintendent's Global California 2030 initiative. This emphasis has coincided with the rapid growth of school-based dual language education programs in L.A. Unified. In 2018-2019, the District opened 42 new school-based programs and another 37 programs in 2019-2020, an increase of 77% since 2017-2018.

Since school-based dual language education (DLE) programs are a key part of the District's strategy to achieve biliteracy for all graduates by 2032, it is useful to understand how they are implemented. **To study this implementation, the Independent Analysis Unit (IAU) surveyed principals and teachers of all DLE programs in the spring of 2018 and observed elementary school Spanish and Korean DLE programs in the fall of 2018.**

An extensive body of research has identified practices that have led to positive outcomes for students in DLE programs across the country. Based on this research, the IAU developed a rubric that included five domains of instructional practice and three domains of classroom and program structure. In our observations and surveys, we assessed how well DLE programs aligned to this rubric. Additionally, we analyzed whether the degree of program alignment was associated with the language of instruction, class size, classroom composition, average California English Language Development Test (CELDT) performance per classroom, program type, grade level, and teaching experience.

Most Lessons were Aligned to Most of the Selected Research-Based Guidelines, but Weaknesses Existed

We found that most lessons aligned to most of the selected research-based guidelines, but we also found common shortcomings among DLE programs in several key domains. Table A shows the five domains of research-based instructional practice, the 16 indicators within these domains, and how well the observed lessons aligned to them.

Observed lessons aligned to six of the indicators over two-thirds of the time. They aligned to another nine indicators between one-third and two-thirds of the time, but only about one in ten lessons adequately built on concepts across languages. Other relatively weak areas of alignment were structured interactions and culturally sustaining practices.

Table B shows that most of the observed classrooms met multiple guidelines for classroom and program structure, but that some programmatic components had room for improvement, including the classroom environment and professional development. Teachers also reported a need for more planning time.

Although the IAU found that many aspects of DLE instruction and program organization in L.A. Unified followed research-based guidelines, we also found that, overall, instructors veered from these practices more often when they taught in Spanish or Korean than when they taught in English.

Table A. Instructional Practice Results - Percent of Lessons Meeting or Exceeding Research-based Guidelines

Domain	Indicator		% of Lessons	Color Code
Language Separation	I.1.1	Teacher-to-Student	98%	🟩
	I.1.2	Student-to-Teacher	83%	🟩
	I.1.3	Student-to-Student	64%[a]	🟨
Curriculum	I.2.1	Build on Concepts across Languages	12%	🟥
	I.2.2	Oral Language Production	51%	🟨
	I.2.3	High Expectations	77%	🟩
	I.2.4	Objectives	79%	🟩
	I.2.5	Technology	89%	🟩
	I.2.6	Higher-order Thinking	56%	🟨
Connections	I.3.1	Past Learning	47%	🟨
	I.3.2	Culturally Sustaining	26%	🟥
Comprehensibility	I.4.1	Scaffolding	84%	🟩
	I.4.2	Check for Understanding	46%	🟨
Interactions	I.5.1	Equitable Participation	60%	🟨
	I.5.2	Structured Interactions	34%	🟨
	I.5.3	Modify Content	66%	🟨

[a] More lessons conducted in English met guidelines than lessons conducted in Spanish or Korean.

Table B. Classroom and Program Structure Results - Percent of Classrooms Meeting Research-based Guidelines

Domain	Indicator		% of Classrooms	Color Code
Classroom Environment	S.1.1	Student Work	55%	🟨
	S.1.2	Wall Space	47%	🟨
	S.1.3	Classroom Libraries	46%	🟨
Classroom Composition	S.2.1	Two-way Immersion	76% of classrooms from our sample and 81% of all elementary Korean and Spanish DL classrooms District-wide.	🟩
	S.2.2	One-way Immersion	90% of classrooms from our sample and 90% of all elementary Korean and Spanish DL classrooms District-wide.	🟩
Bilingual Teachers	S.3.1	Professional Development	Most respondents to our teacher and principal survey do not agree that they receive frequent trainings relevant to DL.	🟨
	S.3.2	Planning Time	50% of respondents to our teacher and principal survey do not have adequate time to plan with DL teacher in their grade level, and 71% of respondents do not have adequate time to plan across grade levels.	🟨
	S.3.3	Teacher Credentials	Virtually perfect alignment of teaching credentials in elementary Korean and Spanish DLE programs to guidelines.	🟩

Note: Classroom and program structure indicators were scored as "met" or "not met" – there was no measure for exceeding guidelines

Color Code	🟥 0-33%	🟨 34-66%	🟩 67-100%

Strategies to Improve DLE Programs in L.A. Unified

This IAU report shows the need for additional focused support and capacity building for DL teachers and administrators. Therefore, the IAU recommends that the District devote more attention and resources to:

- Providing instructional and administrative support materials, training, and coaching;

- Changing policy to allow for more planning time;

- Ensuring that classrooms have adequate instructional materials in both English and the target language; and

- Initiating a mentor teacher program and creating more opportunities for teachers to observe each other.

Whatever form the additional support takes, teacher development should be targeted to the instructional and programmatic domains identified in this report that show evidence of relatively weaker alignment to research-based guidelines. Either central office or local district staff can provide these supports if they receive the resources to do so.

Considerations for Board Members

The Board of Education has already established the ambitious goal of bilingualism and biliteracy for all graduates by 2032, but it can make a difference in whether this goal is achieved by:

- Developing a deep understanding of the District's multilingual strategies,

- Monitoring and evaluating how these strategies are implemented, and

- Ensuring during the budget development process that resources and supports are in place for bilingualism and biliteracy.

KEY TERMS

Student Classifications

English Learner (EL): A student is classified as an English learner if their overall performance level on the initial English Language Proficiency Assessment for California (formerly the California English Language Development Test) is Novice or Intermediate.

English-only Students (EO): Students whose home language surveys indicate English is the only language used at home.

Initial Fluent English Proficient (IFEP): Students who speak a language other than English at home, as indicated on the home language survey, but are sufficiently proficient in English to participate in regular academic programs.

Reclassified as English Proficient (RFEP): Students previously classified as English learner now reclassified as English proficient.

Instructional Terms

Code-switching: Code-switching occurs when students and/or teachers alternate between two or more languages in the context of a single conversation.

Manipulatives: Objects that appeal to the senses and can be touched, moved, and rearranged. Manipulatives are often found in math classes, such as base-ten blocks.

Scaffolding: A variety of instructional techniques used to help students better understand educational material and become more independent learners.

Target Language: The partner language taught with English in dual language classrooms. In this report, target language refers to Spanish and/or Korean. L.A. Unified also has programs in Mandarin, Armenian, French, and Arabic.

Policy and Program Terms

Dual Language Education (DLE): Refers to programs that provide grade-level content and literacy instruction to all students through two languages – English and another target language. DLE Programs in L.A. Unified include: one-way immersion (OWI), two-way (TWI) immersion, and world language immersion (WLI) programs. This study only examined OWI and TWI programs.

Bilingual Authorization: Refers to the authorization required to teach in the target language in a dual language program. Teachers can hold a bilingual authorization or hold credentials that qualify for bilingual authorization such as a Bilingual, Cross-cultural Language and Academic Development (BCLAD) credential or a Bilingual Certificate of Competence (BCC).

Bilingualism: Refers to the ability to speak two languages fluently.

Biliteracy: Refers to the ability to read and write proficiently in two languages.

English Learner Authorization: Refers to the authorization required to teach English learners. A Cross-cultural Language and Academic Development (CLAD) authorization is a type of English learner authorization.

One-way Immersion (OWI): Formerly Maintenance Bilingual. A program where English learners receive instruction both in English and a target language. Native English speakers may comprise 0-20% of enrollment.

Two-way Immersion (TWI): A dual language program where both native English speakers and native speakers of the target language are enrolled, with neither group making up more than two-thirds of the classroom.

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1. INTRODUCTION

The Board of Education resolved to support dual language education (DLE) in 2011 and again in 2015,[1,2] and since then, L.A. Unified's DLE program has grown rapidly. Today, the District's DLE program represents the largest program of its type in California. L.A. Unified serves nearly 16,000 students in over 150 school-based programs across six languages (a school can have multiple DLE programs based on language and model type). In 2018-2019, the District opened 42 new school-based programs and an additional 37 programs in 2019-2020, an increase of approximately 77% since 2017-2018.[3]

To understand how the District's DLE programs are aligned to selected research-based guidelines and to gain insight into how these programs can continue to improve, the Independent Analysis Unit (IAU) conducted an implementation study. To do so, we surveyed principals and teachers of all DLE programs and observed elementary school Spanish and Korean DLE programs in the spring and fall of 2018.

L.A. Unified has never systematically evaluated its DLE program implementation. This study provides an important service by analyzing some of the District's DLE programs and revealing features of these programs that may need attention, support, and development.[4] Without ensuring strong implementation, the District should not expect DLE to produce desired outcomes.

Two questions guided the observational portion of the study:

1. To what extent did instructional practices at elementary school Spanish and Korean DLE programs align to selected research-based guidelines?

2. For the DLE programs in the study, were any of the following characteristics associated with variability in alignment to selected research-based guidelines: language of instruction, class size, classroom composition, an average of the most current California English Language Development Test (CELDT) performance per classroom, program type, grade level, or teaching experience?

A. Background

Each year, thousands of students who speak a language at home other than English enroll in L.A. Unified. In 2019, the District enrolled almost 98,000 English learners (ELs), an amount exceeded only by New York City Public Schools, which enrolls over 150,000 ELs. This number of students equals 20% of District enrollment. Another 28% of students were formerly classified as ELs and have since been reclassified fluent English proficient (RFEP). Thus, close to half of all L.A. Unified students either are or have been ELs. Unfortunately, this large population still falls behind English-only students in terms of academic outcomes.[5]

One of many likely causes of lower academic outcomes for ELs is California's historic prioritization of English over non-English languages.[6] As recently as 2015, Proposition 227 (since reversed) required Districts to teach ELs in monolingual English classrooms, excluding ELs from utilizing their natural skills as bilingual speakers.

Meanwhile, the L.A. Unified Board of Education has long supported programs that provide instruction in multiple languages. Most recently in June 2017, Board members approved "Establishing a Commitment to Biliteracy for All" (Res. 103 16/17), a resolution that set bilingualism and biliteracy for the class of 2032 a key goal for the District.

The District's "Master Plan for English Learners and Standard English Learners" reiterates this vision for language education and stipulates that DLE programming will grow to provide these opportunities for all students.[7] In accordance with the 2017 Board Resolution "Preparing L.A. Unified Students for the Global Economy: Building a Dual Language Immersion Pilot in Early Childhood Education," the District also piloted 10 early childhood education DLE programs during the 2018-2019 school year. As of 2018-2019, approximately 16% of ELs are enrolled in DLE programs in the District.[8]

Additionally, in 2018 the California State Superintendent of Instruction launched the Global California 2030 initiative. The initiative's goals are to double the number of dual language (DL) teachers, triple the number of students earning the State Seal of Biliteracy, and quadruple the number of DLE programs by 2030.[9] Since students with greater proficiency in their native languages have higher reclassification rates,[10] these initiatives to increase access to DLE programs may improve EL academic outcomes.

California also has enacted several initiatives to improve outcomes for ELs. In 2016, the state passed Proposition 58, which reversed Proposition 227 and affords ELs the right to access DLE programs. Schools are now required to study the feasibility of implementing DLE program options if they receive 30 or more requests from parents of students enrolled in the school or 20 or more requests from parents of students in the same grade level.[11] If the results of a feasibility study indicate that a school meets the requirements for implementing DLE programs, then the school can implement a DLE program in the following year.[12] Interest and access to DLE programs for ELs have grown since Proposition 58.[13]

Abbreviations	
BCC	Bilingual Certificate of Competence
BCLAD	Bilingual, Cross-cultural Language and Academic Development credential
CELDT	California English Language Development Test
CLAD	Cross-cultural Language and Academic Development credential
DL	dual language
DLE	dual language education (programs)
DOK	depth of knowledge
EL	English learner
EO	English-only
IFEP	initial fluent English proficient
iLTSS	Integrated Library and Textbook Support Services
MMED	Multilingual and Multicultural Education Department
OWI	one-way immersion
RFEP	reclassified as English proficient
TWI	two-way immersion

While graduating biliterate and bilingual opens doors for all students, DLE can be particularly beneficial to ELs. Research finds that "there are more positive outcomes for English Learners who are able to develop both the [native] language and second language simultaneously."[14] Conversely, programs that encourage the replacement of the native language with English have negative implications for the achievement of ELs. That is, "native language loss is associated with lower levels of second language attainment, scholastic underachievement, and psychosocial disorders."[15] Also, previous IAU research has shown that ELs who attend a DLE program in L.A. Unified have higher cumulative reclassification rates by the end of high school compared to ELs in mainstream English programs.[16] This finding concurs with national research showing that students who participated in DLE programs tended to experience higher long-term rates of reclassification and academic achievement.[17]

Standard English Learners (SELs) are "students who speak a variety of English that is different [in structure and form] from the variety often identified as 'standard'."[19] Probable SEL students (PSELs) refers to the pool of students from which SELs are identified. PSELs are classified as English-only (EO) or initial fluent English proficient (IFEP) prior to their SEL identification. SELs are identified for targeted language and literacy support, not program placement.

The District developed the Academic English Mastery Program (AEMP) to address the language needs of SELs. AEMP is a "comprehensive research-based program offering professional development and curricular resources" designed to address language, literacy, and learning needs of SELs.[20] An important aspect of the AEMP model is that it requires SELs to participate in 45-60 minutes of daily Mainstream English Language Development (MELD) instruction. Like all other students in the District, SELs can enroll in DLE programs. However, the AEMP and MELD instructional models were designed specifically to be responsive to the linguistic needs of SELs.

As articulated in the "Master Plan for English Learners and Standard English Learners," the goals of DLE are:

- acquisition of full language proficiency, which means both bilingualism and biliteracy,
- academic achievement in two languages, and
- sociocultural competence.[18]

A large body of research points to effective methods for producing these outcomes. To gauge whether the District is on track to achieve its goals, it is important to understand how L.A. Unified's DL implementation aligns with this research. This report's focus on how DLE programs align to research-based guidelines is an important tool for the ongoing program maintenance and further growth of DLE programs in the District.

B. Selected Research-Based Guidelines for Successful DLE Programs

An expansive body of research on DL practices with positive outcomes guided the design of this study. One of the primary sources of this research is the *Guiding Principles for Dual Language Education* meta-analysis, produced by the Center for Applied Linguistics, the organization that assisted the District's Multilingual and Multicultural Education Department (MMED) in the writing of its current "Master Plan for English Learners and Standard English Learners." Based on this research, we identified five domains of instruction-based practices (abbreviated as "I") and three domains related to classroom and program structure (abbreviated as "S"). We used these practices to develop a rubric with which to evaluate DL lessons across L.A. Unified. (For more detail on our methods, see Technical Appendix A, and for the complete observation protocol, see Technical Appendix B.)

The five domains of instruction-based practices (I) are:

1. How the two *languages are separated* throughout instruction,
2. Standards for DL *curriculum,*
3. *Connections* made between lessons and prior learning and student culture,
4. *Comprehensibility* of the lesson and materials, and
5. *Interactions* within the classroom.

The three domains of classroom and program structure (S) are:

1. The *classroom environment* and print materials,
2. The *student composition* of the classroom, and
3. The classroom *teacher's background and training.*

Operationalizing the Guidelines: Domains and Indicators

Tables 1a and 1b show the eight domains that comprise the guidelines. Each domain contains multiple indicators—24 in total—that can show the extent to which the instructional practice and structure of the observed classrooms align to research. For example, the language separation domain contains indicators that show how teachers and students separate and translate language in their interactions.

A depiction of a model DL lesson that implements instructional practices that research has shown are associated with positive outcomes is provided in the callout box "Guidelines in Action: A dual language lesson that aligns to selected research-based guidelines" (p. 6).

Table 1a. Research-based Guidelines for Dual Language Program Instruction

Domain	Indicators		Description
Language Separation	I.1.1	Teacher-to-Student	English and the target language should be distinctly separated at or above 90% of the time. Language separation should occur at every level of interaction (teacher-student and student-student).
	I.1.2	Student-to-Teacher	
	I.1.3	Student-to-Student	
Curriculum	I.2.1	Build on Concepts across Languages	Instruction in one language should build on concepts learned in the other language.
	I.2.2	Oral Language Production	Teachers should provide opportunities for high-quality oral language production.
	I.2.3	High Expectations	Curriculum should adhere to high academic standards, communicated through expectation setting.
	I.2.4	Objectives	Lessons should explicitly state content and language objectives and revisit objectives throughout the lesson.
	I.2.5	Technology	Lessons should incorporate materials and technology when appropriate to enhance student learning.
	I.2.6	Higher-order Thinking	Teachers should engage students in higher-order thinking, which is manifested in the instructor's quality of question asking.
Connections	I.3.1	Past Learning	Teachers should provide opportunities to make connections between course content and prior knowledge.
	I.3.2	Culturally Sustaining	Lessons should be culturally sustaining and reflect student's cultures, while also remaining relevant to their lives and interests.
Comprehensibility	I.4.1	Scaffolding	Teachers should use differentiated scaffolding strategies to facilitate comprehension and promote language development.
	I.4.2	Check for Understanding	Teachers should check for understanding and provide feedback appropriately.
Interactions	I.5.1	Equitable Participation	Interactions should also provide opportunities for all students to participate, in both verbal and nonverbal ways.
	I.5.2	Structured Interactions	Interactions should be frequent, structured, and use specific linguistic features.
	I.5.3	Modify Content	Teachers should modify content and lessons to support students.

Source: IAU dual language implementation study

Table 1b. Research-based Guidelines for Dual Language Structure

Domain	Indicators		Data Source for Findings	Description
Classroom Environment	S.1.1	Student Work	Classroom Observations	Dual language classrooms should be positive learning environments that acknowledge and validate the target language culture/s. This includes equal representation of English and the target language in the print environment.[21]
	S.1.2	Wall Space	Classroom Observations	
	S.1.3	Classroom Libraries	Classroom Observations Teacher and Principal Survey	
Classroom Composition	S.2.1	Two-way Immersion	District Administrative Data (Focus)	The ideal ratio of student demographics in a two-way is 50:50 fluent-English to target language speakers. If this is not possible, L.A. Unified allows for up to 2/3 of either language group.
	S.2.2	One-way Immersion	District Administrative Data (Focus)	A one-way classroom can enroll any-where from 80-100% ELs who speak the target language. Fluent English students should not make up more than 20% of enrollment in this program.
Bilingual Teachers	S.3.1	Professional Development	Teacher and Principal Survey	Teachers in DLE programs should receive professional development on an ongoing basis.
	S.3.2	Planning Time	Teacher and Principal Survey	DLE programs should emphasize horizontal and vertical alignment with planning time for teachers within and across grades.
	S.3.3	Teacher Credentials	Data from Human Resources	Teachers in DLE programs should have a bilingual authorization or equivalent credential, typically a Bilingual, Cross-Cultural, Language and Academic Development (BCLAD), or a Bilingual Certificate of Competence (BCC).[22]

Source: IAU dual language implementation study

Guidelines in Action: A dual language lesson that aligns to selected research-based guidelines

The lesson described below is based on an observed lesson in a DLE program in L.A. Unified. The example highlights the instructional practice (I) domains: language separation, use of curriculum, interactions between students and the teacher, comprehension of material, and connections to culture and prior knowledge. It also demonstrates what a positive classroom environment looks like and what print resources should be accessible in a DL classroom.

Twenty-four second grade students, half native English speakers and half native Spanish speakers, sit at desks arranged in groups of four. Before them is Ms. Jaramillo, the teacher. She is certified in bilingual teaching, was one of the organizers of this DLE program five years ago, and has been teaching elementary school for nearly 20 years. Standing to one side of the room is a bilingually certified teacher's assistant, Mr. Hidalgo.

Desks arranged in a DL classroom. *Source:* IAU dual language study, observation protocol training (2018)

On the walls hang English and Spanish alphabets, bilingual word walls, and examples of recent student work, all in clear view. The classroom library bookshelf is filled with books in both English and Spanish, as well as multiple Spanish/English dictionaries and thesauruses.

Before she begins the lesson, the Ms. Jaramillo says, "We will be practicing in English for the duration of the lesson." She flips a sign hanging on the white board from Spanish to English to act as a physical reminder that students should speak in English when interacting with her as well as each other.
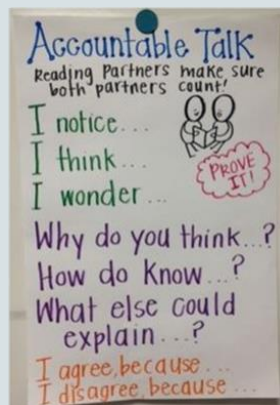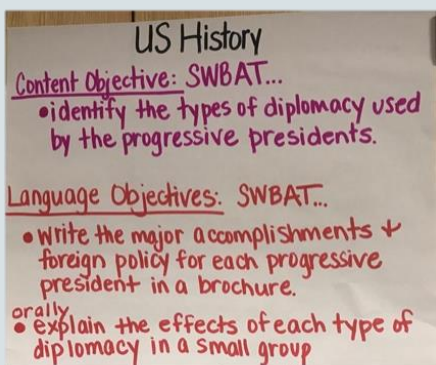
Content and language objectives (left) and sentence starters (right) in a DL classroom. *Source:* IAU dual language study, observation protocol training (2018)

"During this lesson we will compare and contrast two stories: Domitila[23] and Cinderella," Ms. Jaramillo says, by way of introducing the lesson's content objective, which is written clearly on the whiteboard. She then asks the class to read the content objective chorally.

Then, Ms. Jaramillo states the language objective, which is almost identical to the content objective except it includes specific language skills: "We will compare and contrast two stories both orally and in writing using sentence frames such as, 'Cinderella and Domitila both_____' or 'Domitila and Cinderella are different because _____.'" The students repeat the language objective. A few times during the lesson, she will assess whether the class is on track to meet both objectives.

"Turn to your elbow partner and summarize what happened in the beginning, middle, and end of the story you read yesterday, Domitila," Ms. Jaramillo instructs the students, to review content from a previous lesson.

At the end of the pair-share, Ms. Jaramillo randomly selects three sticks from a cup filled with sticks. Each stick has the name of a student in the classroom. Ms. Jaramillo recites the names on each of the sticks and has the three students share with the class one summary for the beginning, middle, and end of the story respectively.

"Cooking," one student says as a summary for the beginning of the story.

"We speak and write in complete sentences in this classroom. Who does the cooking? And for whom? What resources in the room can you use to help you make a complete sentence," Ms. Jaramillo asks.

The student points to the whiteboard. "I can use the sentence starters," he says.

"Yes!" Ms. Jaramillo exclaims. "Now, use one of the sentence starters to summarize what happened in the beginning of the story, Domitila."

"In the beginning of the story, Domitila cooks for the governor and his son," the student rephrases.

After reviewing the previous lesson, Ms. Jaramillo lectures for several minutes. During the lecture she defines the verbs compare and contrast, fields questions from struggling students, and performs several think alouds as a lesson modification to support students who are struggling.

"How do you say compare and contrast in Spanish?" Ms. Jaramillo asks. After waiting several seconds, Ms. Jaramillo says "comparar y contrastar." She also writes the words in English and Spanish on the white board and has the students repeat the words with her three times. She explains they are not direct translations because comparar y contrastar translate into "to compare and to contrast" in English. "Are these words similar in English and in Spanish?" Ms. Jaramillo asks the class. "Yes!" they chorally respond. "What do we call these types of words?" Ms. Jaramillo asks. "Cognates!" the students respond in unison.

Next, Ms. Jaramillo tapes a large poster containing a Venn diagram on the whiteboard. The circles of the Venn diagram have been labeled prior to the start of the lesson. She explains the purpose of the Venn diagram and models an example of a similarity between the two stories.

"Take a minute and think about other examples of things Cinderella and Domitila have in common," Ms. Jaramillo directs the class. After providing students time to think, Ms. Jaramillo calls on two students who have yet to participate to share with the class. As the students provide their answers to the question, Ms. Jaramillo writes on the Venn diagram as a demonstration for the class.

After her lecture, Ms. Jaramillo asks Mr. Hidalgo, the teaching assistant, to distribute handouts with Venn diagrams to the class. She then instructs students to work either individually or with their tablemates to complete their Venn diagrams with a minimum of five similarities and differences.

The students work in mixed-ability groups, except for one group, which requires additional support and works with Mr. Hidalgo.

Ms. Jaramillo walks around to each group and checks that

Graphic organizers in a DL classroom. *Source*: IAU dual language study, observation protocol training (2018)

they understood both the lesson content and the group assignment. If she hears students speaking to each other in Spanish, she investigates further to discern their reasons for not speaking in the language of instruction. Typically, students are speaking Spanish out of comfort. She encourages these students to continue practicing their English as they will be switching back to Spanish for the next lesson and reminds them to ask for help if they are struggling. After she finishes circling the room, Ms. Jaramillo has each group select one student to share their work with the class using the document projector.

Ms. Jaramillo asks the whole class to give a thumbs up if they understand the content after each presentation. After each presentation, Ms. Jaramillo calls on a different student who has yet to share with the class and asks him or her to summarize the key points.

For students who did not understand, Ms. Jaramillo modifies the lesson to review concepts covered in the lesson and models a think-aloud to demonstrate how she would complete the task at hand.

Once all groups have presented, Ms. Jaramillo summarizes the lesson's content and its connections to prior learning and asks, "Are there any other questions?" After waiting to ensure there were no additional questions, Ms. Jaramillo asks students to share one thing that they learned in today's lesson using a mix-pair-share. Then, Ms. Jaramillo transitioned to the last portion of the lesson.

Using the backside of the Venn diagram worksheet, Ms. Jaramillo instructs students to write a paragraph describing the similarities and differences between Domitila and Cinderella. "Use the examples in your Venn diagram and the sentence starters that are written on the whiteboard to help you," Ms. Jaramillo instructs. "You have seven minutes to complete this before you are dismissed for recess," Ms. Jaramillo says.

After seven minutes, Ms. Jaramillo closes the lesson by revisiting the lesson's content and language objectives. She asks students whether the objectives were met. The class agrees they were.

Students hand in the completed worksheet, which is their "ticket" to recess, and rush out the door to the playground.
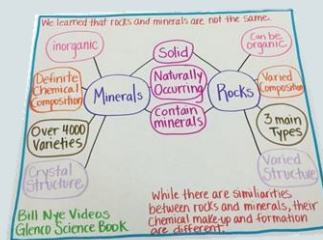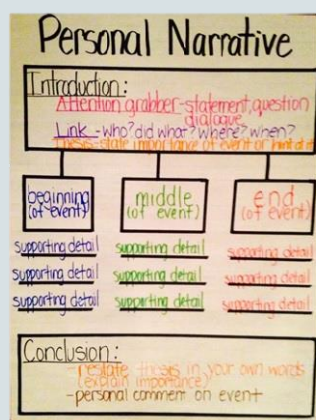
2. RESEARCH DESIGN

To understand how the District's instructional practices and structure for elementary school Spanish and Korean DLE programs in fall 2018 aligned to research-based guidelines, the IAU conducted a mixed-method case study of 64 elementary Spanish and Korean DLE programs in the District. The study utilized qualitative and quantitative data, with a primary emphasis on qualitative field observations and a secondary emphasis on teacher and principal survey data. This research design was appropriate because, though it does not allow us to determine the quality of the DL initiative overall, nor to compare programs, it can identify strengths, weaknesses, issues, and challenges that exist in some form and frequency in the District's DLE program.

For a detailed description of the methods for this study, see Technical Appendix A.

A. Participant Selection Criteria

We chose only Spanish and Korean DLE programs because they are the two most common programs in the District, enrolling approximately 72% of DL participants.[24] And we focused on elementary Spanish and Korean DLE programs in the District because most DLE programs stop after fifth or sixth grade. Also, because new programs may face issues that differ from more established programs, we restricted our sample to programs that were established during or before the 2017-2018 school year and had therefore existed for at least one year prior to data collection.

To study the 64 sites that met the selection criteria, the IAU recruited at least one teacher from each program and asked to observe at least two of that teacher's lessons—one in English and one in the target language. When

possible, we sought third-grade teachers because by third grade, the language division in most programs would be approaching 50-50, making it easier to sample lessons from English and the target language. In all, we observed 85 teachers and 140 lessons from the 64 programs.

B. Data Collection

Described below, data sources for this study include teacher and principal surveys, classroom observations, and administrative data.

Teacher and Principal Surveys. In the spring of 2018, the IAU used surveys to collect teacher opinions about the adequacy of instructional materials, planning time and professional development and principal opinions about instructional materials and professional development and supports. The IAU reported findings related to the survey in the *Teacher and Principal Survey Results from Dual Language and Bilingual Programs* paper in August 2018.[25] The principal and teacher surveys are provided in Technical Appendix C.

Classroom observations. During the fall of 2018, observers used an IAU-developed observation protocol to evaluate the lessons on five instructional and three classroom and program structure domains, corresponding to the research-based guidelines described in the introduction (p. 1-4). The observation protocol is provided in Technical Appendix B.

Each of the five instructional domains had between two and six indicators that observers scored on a scale from 1 to 4 to create a full picture of the how the lesson aligned to research-based guidelines. Scores of 1 and 2 indicated that a lesson did not meet a guideline: a score of 1 indicated that the practice was not present at all and a 2 indicated that there was some evidence of the practice, but it was not enough to meet guidelines. Scores of 3

and 4 meant that a lesson did meet a guideline: a score of 3 indicated that the practice was present and sufficient, and a 4 was the highest score a lesson could earn on an indicator and represented exemplary practice. For example, one of the indicators for the curriculum domain was *objectives*. A teacher who explicitly stated both the language and the content objective and referred to both throughout the observed lesson would have earned a 4, the highest score, for that indicator.

Each of the 3 classroom and program structure domains had between two and three indicators that observers scored either "met" or "not met." For example, a classroom either met guidelines for classroom composition or it did not; there was no ability to "exceed" classroom and program structure guidelines.

Administrative Data. For credentialing information, we used District human resources and administrative (Focus) data to identify all DL teachers and their credentials. Classroom and student characteristics, such as race, language background, sex, and average California English Language Development Test (CELDT) proficiency levels were aggregated to our observed classrooms using student-level administrative data (Focus).

C. Data Analysis

IAU analysts processed data from different collection methods in various ways. First, we tabulated results from teacher and principal surveys, which we reported in a separate informative and used to corroborate findings from the observation data.[26] For the classroom observations, we tabulated scores for each of the 24 indicators on the observation protocol to calculate frequencies and proportions. This procedure allowed us to determine the extent to which instructional practices at elementary DLE programs aligned to research-based guidelines (research question

1). We also used this data to address research question 2 regarding the factors that were associated with high levels of implementation. Additionally, we coded observers' notes and used this analysis to corroborate and inform the results from the observation scores. The other data sets were integrated into the observation data to address research question 2. More detail regarding data analysis is available in Technical Appendix A.

3. RESULTS

The purpose of this study was to understand how the District's instructional practices and structure for elementary school Spanish and Korean DLE programs in the fall of 2018 aligned to research-based guidelines for achieving biliteracy, and to gain insight into how these programs can continue to improve.

A. DLE Programs Observed

This study observed at least one classroom from each of the District's 64 Spanish and Korean elementary DLE programs.[27] In total, our research team observed 85 distinct dual language (DL) classrooms and 140 lessons. The 64 programs stretch across the District, but the two largest clusters of programs are in Board District 5 and Board District 2 with 27% and 25% of programs respectively (Table 2).

Our study excluded programs that have existed for less than one year, as we wanted to understand how the more established programs aligned to research-based guidelines. Two-thirds of the District's Spanish and Korean elementary DLE programs that we observed were at least six years old.[28] We found that the teacher and classroom characteristics of the programs included in our sample were statistically representative of the overall DLE program population (see Technical Appendix A).

Table 2. Elementary Spanish and Korean Dual Language Programs by Board District (2018-2019)

Board District	Spanish		Korean		Total	
	#	%	#	%	#	%
1	8	14%	1	14%	9	14%
2	12	21%	4	58%	16	25%
3	0	0%	1	14%	1	2%
4	2	4%	0	0%	2	3%
5	17	30%	0	0%	17	27%
6	6	10%	0	0%	6	9%
7	12	21%	1	14%	13	20%
Total	57	100%	7	100%	64	100%

Source: L.A. Unified Choices Brochure (2018-2019)

B. Research Question 1

> To What Extent Did Instructional Practices and Classroom and Program Structure at Elementary School Spanish and Korean Dual Language Programs Align to Selected Research-Based Guidelines?

Overall, the observed DL lessons were well-aligned to the research-based guidelines within the five domains of instructional practice (I.1-I.5) and the three domains of classroom program and structure (S.1-S.3). However, the observed DL lessons fell short of the research-based guidelines on five indicators (out of 24), which indicates that meeting some of these guidelines may be a challenge for many DLE programs. The following sections are a discussion of the guidelines, both met and unmet.

Findings for the following sections were derived from classroom observations (I.1-I.5) and a combination of classroom observations, District administrative data (Focus), and data

from the 2018 IAU DL teacher and principal surveys (S.1-S.3).

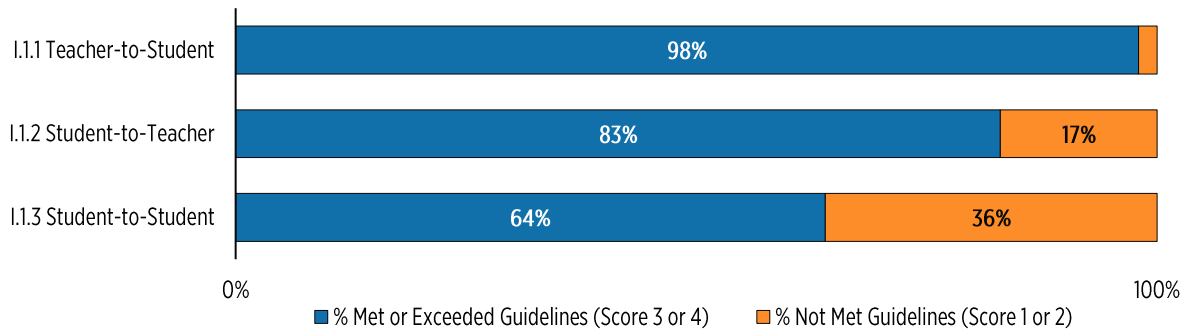## Instructional Practice Domain #1: Language separation

The first domain measured was language separation, which refers to the *delivery of DL instruction in one language at a time*. When English is spoken, the target language is not; and when it is time to learn in the target language, English is avoided. This practice maximizes opportunities for students to develop the both English and the target language.[29]

Language separation should be observed at all levels of interactions: when teachers speak to students (I.1.1), when students speak to teachers (I.1.2), and when students speak to one another (I.1.3). Teachers set the class standard for language separation; they should encourage students by speaking in the language of instruction and redirecting students to that language whenever necessary. Lessons that separate languages at least 90% of the time met our guidelines.

We found that, when speaking to students, teachers in our sample met or exceeded language separation guidelines (scored a 3 or a 4 on the observation rubric) almost all the time (Figure 1). Likewise, students spoke in the lesson language when addressing their teachers most of the time. *However, when conversing among themselves, students spoke in the target language less often—slightly less than two-thirds of the time*. On average, the English lessons observed scored higher on language separation (3.8) during student-to-student interactions compared to target language lessons (2.0).

For more information on strategies to remedy weaker language separation in student-to-student interactions, see Technical Appendix D.

Figure 1. Language Separation Domain – Percent of Lessons Observed that Met or Exceeded Guidelines (*N*=140)

Indicator	% Met or Exceeded	% Not Met
I.1.1 Teacher-to-Student	98%	
I.1.2 Student-to-Teacher	83%	17%
I.1.3 Student-to-Student	64%	36%

0%   100%

■ % Met or Exceeded Guidelines (Score 3 or 4)   ■ % Not Met Guidelines (Score 1 or 2)

Source: IAU dual language program study, observation protocol scores (fall 2018)

Instructional Practice Domain #2: Curriculum

The second instructional practice domain was curriculum, which included six indicators that measured the extent to which curriculum was *cognitively complex, relevant, and challenging for linguistically diverse populations.*[30] The indicators were:

I.2.1   Instruction in one language builds on concepts learned in the other language.

I.2.2   Teacher provides opportunities for high-quality oral language production.

I.2.3   Teacher establishes high expectations.

I.2.4   Teacher explicitly states learning objectives and the lesson addresses the learning objectives.

I.2.5   Curriculum incorporates materials and technology to promote learning.

I.2.6   Teacher engages students in higher-order thinking.

Curriculum should call for instruction in the elements of a language that are transferable to the other language. That is, classroom activities and discourse should highlight similarities and differences between English and the program's target language (I.2.1). Language transfer requires explicit instruction from the teacher on the complexities of each language.[31] Curricula that cover these complexities incorporate the sounds, word structure, grammatical rules, and similarities and differences in meaning across languages.[32] A group activity that prompts students to sound out words or to identify words that mean the same thing in both languages (cognates, e.g., *important/importante*) would be an example of language transfer.

The curriculum domain guidelines also call for lessons to be structured such that they provide multiple opportunities for high-quality oral language production (I.2.2). In addition, for all activities—oral, written, or otherwise—teachers should establish high expectations (I.2.3) for students that manifest in routine, ongoing, and regular classroom behaviors, such as speaking in complete sentences without being explicitly asked.[33] Both content and language objectives should be explicitly stated at the beginning of a lesson and revisited throughout the lesson (I.2.4).[34] Technology should be used to deliver lesson content in such a way that enhances student learning (I.2.5)[35] which is also a standard L.A. Unified uses to evaluate all its teachers.[36]

Last, to meet or exceed guidelines in the curriculum domain means that lesson content should incorporate and encourage higher-order thinking (I.2.6.). Opportunities for higher-

order thinking depend on the types of questions asked by the teacher. In this study, we used Webb's Depth of Knowledge (DOK) to categorize a question's level of difficulty into four levels. The four levels—from low to high-order thinking—are: (1) Recall and Reproduction; (2) Skills and Concepts; (3) Strategic Thinking; and (4) Extended Thinking.[37] Each lesson requires a different mix of question levels; however, there is no consensus on the appropriate ratio of question levels in classrooms. The *L.A. Unified Teaching and Learning Framework* states that teachers' questions should "require rigorous student thinking and invite students to demonstrate understanding through reasoning."[38] Additionally, teachers should differentiate questions, or ask questions with a range of difficulty, to make learning accessible for all students.

Though ranked, DOK question levels are not sequential—students do not have to master content with Level 1 tasks before moving on to Level 2. Also, all students are capable of strategic and extended thinking tasks and

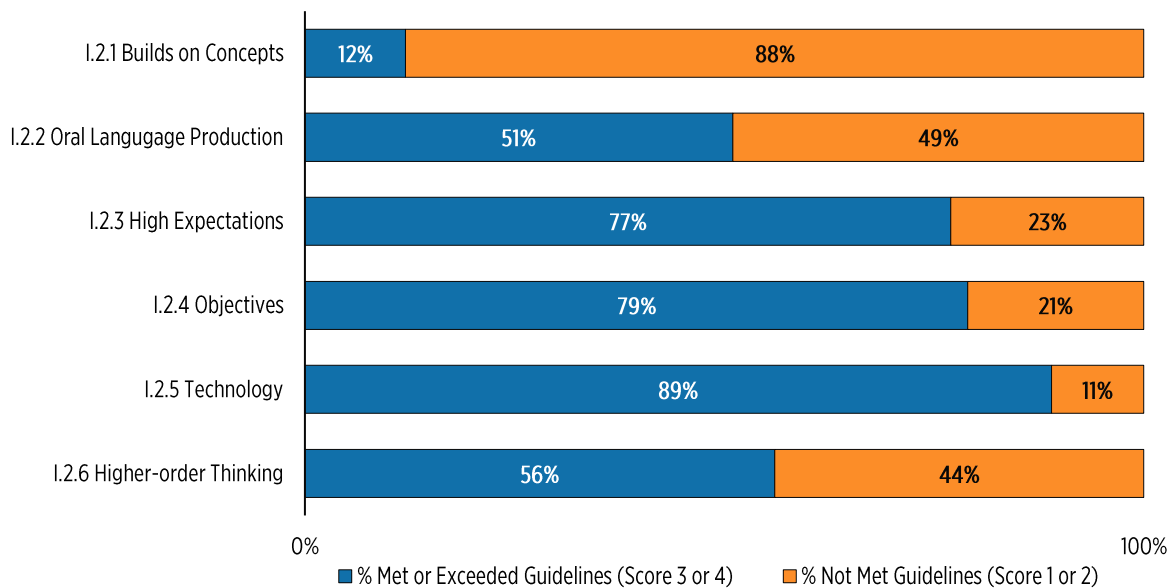### Depth of Knowledge Levels Explained

Webb's depth of knowledge (DOK) categorizes tasks and questions into four levels, which include:

- *DOK 1*: arrange, calculate, define, draw, identify, list, match, recognize, tell, state, what, when, or where;
- *DOK 2*: categorize, cause/effect, classify, compare/contrast, estimate, interpret, predict, show, summarize;
- *DOK 3*: cite evidence, draw conclusions, critique, differentiate, hypothesize, investigate, or revise;
- *DOK 4*: analyze, connect, create, critique, design, prove, synthesize, self-evaluate/monitor, or collaborate.

should have the opportunity to work on their complex reasoning skills, regardless of age or grade.[39]

We found that most observed lessons met or exceeded guidelines (received observation scores of 3 or 4) on five of the six indicators in the curriculum domain (Figure 2). However, two indicators had room for improvement. The indicator receiving the strongest marks in this domain was how teachers incorporated materials and technology to promote

Figure 2. Curriculum Domain: Percent of Lessons Observed that Met or Exceeded Guidelines (*N*=140)

Indicator	% Met or Exceeded Guidelines (Score 3 or 4)	% Not Met Guidelines (Score 1 or 2)
I.2.1 Builds on Concepts	12%	88%
I.2.2 Oral Langugage Production	51%	49%
I.2.3 High Expectations	77%	23%
I.2.4 Objectives	79%	21%
I.2.5 Technology	89%	11%
I.2.6 Higher-order Thinking	56%	44%

Source: IAU dual language program study, observation protocol scores (fall 2018)

learning (I.2.5). In addition, teachers were strong in stating objectives. However, though they often were explicit about the *content* objective, they rarely stated the *language* objective (I.2.4). Teachers were also strong in establishing overall high expectations for classroom activities (I.2.3).

However, just over half of the lessons met or exceeded guidelines for higher-order thinking (I.2.6). Moreover, we observed strategic thinking questions (DOK 3) in only 11% of our observations, and we observed no extended thinking (DOK 4) questions in any lesson or language. These findings indicate that there is room to improve question-asking in DL classrooms.

Providing opportunities for high-quality oral language production (I.2.2) is another indicator with room for improvement – many of the verbal interactions we observed between teachers and students consisted of simple questions and one-word answers. These exchanges are discussed more in the interactions section (Instructional Practice Domain 5).

By far the weakest aspect of curriculum as practiced in the observed lessons was instruction in one language building on concepts learned in the other language (I.2.1). Twelve percent of lessons met or exceeded research-based guidelines for this indicator, meaning in most observed classrooms the

practice of building on concepts was not evident at all or attempts to make connections between languages were unsystematic or insufficient.
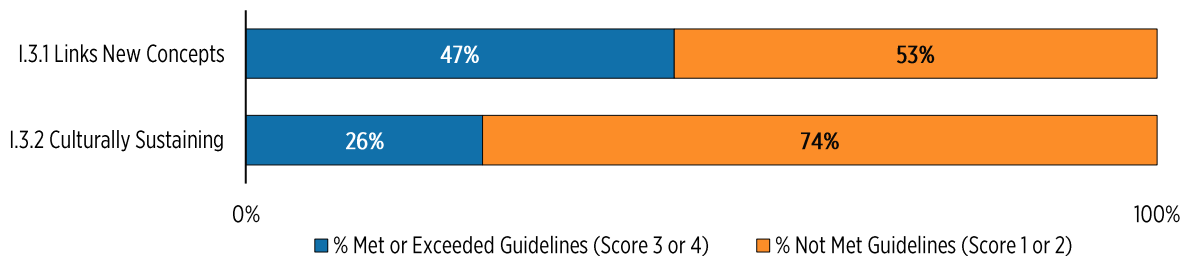
Instructional Practice Domain #3: Connections

The connections domain refers to the connection of lesson content to students' lives and prior knowledge. Two indicators measure how well *teachers provided opportunities for students to link content to their lives and past learning*.[40,41,42,43] The indicators were:

I.3.1   Teacher explicitly links new concepts to past learning.

I.3.2   Instruction is culturally sustaining and grounded in students' interest and needs.

The connections domain requires lessons to include explicit reviews and to connect new content to students' prior knowledge (I.3.1). Prior knowledge can be knowledge acquired by students through participation in their communities, their life experiences, or previous instruction.[44] Instruction that provides students with opportunities to make connections between course content and prior knowledge is beneficial for participants of DLE programs.[45]

Additionally, the connections domain requires connections to be made between students' knowledge of the culture(s) associated

Figure 3. Connections Domain – Percent of Lessons Observed that Met or Exceeded Guidelines (*N*=140)

I.3.1 Links New Concepts	47%	53%
I.3.2 Culturally Sustaining	26%	74%

0%   100%

■ % Met or Exceeded Guidelines (Score 3 or 4)   ■ % Not Met Guidelines (Score 1 or 2)

Source: IAU dual language program study, observation protocol scores (fall 2018)

with the program's target language and course content (I.3.2). Lessons in DL classrooms should be culturally sustaining by reflecting and valuing students' cultures while remaining relevant to their lives. One example of a culturally sustaining practice in a DL classroom is incorporating reading materials that center people of color in a lesson.

We found that the connections domain was the weakest domain for elementary DL classrooms observed across L.A. Unified (Figure 3). Instruction in 47% of classrooms consistently tapped prior knowledge (I.3.1). Instruction in only 26% of classrooms utilized culturally sustaining practices or engaged student interests to ground lessons in such knowledge (I.3.2).

Instructional Practice Domain #4: Comprehensibility

Comprehensibility refers to student understanding of lesson content and the use of instructional strategies to facilitate understanding. This domain has two indicators that measure the extent to which *instruction utilized effective strategies to help students access the content.*[46] The indicators for these dimensions were:

I.4.1   Teacher uses scaffolding strategies for bilingual learners to facilitate comprehension and promote language and literacy development.
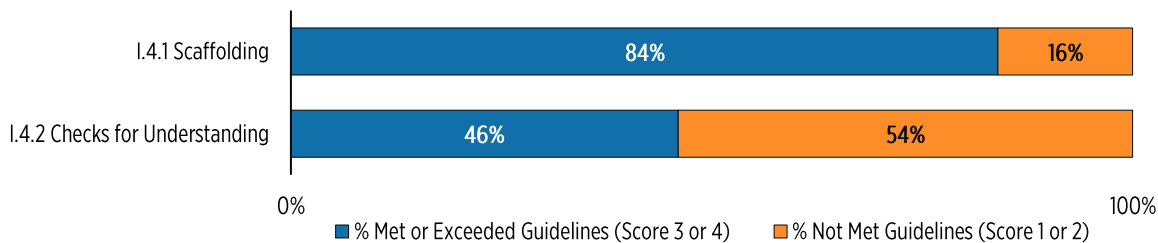
I.4.2   Teacher checks for understanding and provides appropriate feedback.

To facilitate comprehension, research-based comprehensibility guidelines call for scaffolding (I.4.1) in tandem with frequent and varied comprehension checks (I.4.2). Scaffolding refers to techniques used to progressively help students understand lesson content and gain greater independence in learning.[47] These techniques rely on a teacher understanding a student's level of comprehension and then providing temporary supports that help the student move to the next level. Supports are removed as the student gains mastery, thus encouraging independence. In practice, then, teachers should move back and forth between checking for understanding and providing appropriate scaffolding. The two practices complement each other.

Providing temporary support may be in the form of modeling or the use of manipulatives and visual aids. These strategies should be differentiated to allow multiple entry points to the lesson content, depending on student abilities and learning styles.[48] Each strategy can provide students with the opportunity to connect lesson content with prior knowledge and use context clues to better understand the lesson's meaning.[49]

We found that most lessons included a variety of scaffolding strategies to facilitate students' understanding of academic language

Figure 4. Comprehensibility Domain – Percent of Lessons Observed that Met or Exceeded Guidelines (*N*=140)

I.4.1 Scaffolding	84% / 16%
I.4.2 Checks for Understanding	46% / 54%

0%   100%
■ % Met or Exceeded Guidelines (Score 3 or 4)   ■ % Not Met Guidelines (Score 1 or 2)

Source: IAU dual language program study, observation protocol scores (fall 2018)

and concepts, as well as to help students produce oral or written language (Figure 4).

However, fewer lessons met guidelines for checking for understanding. Though most observed teachers checked for understanding at some point during their lessons (86%), they did not utilize closure methods or assess all (or almost all) students. As a result, 54% of observed classrooms did not meet guidelines for checks for understanding.[50]

For more information on the types of scaffolding strategies used in observed classrooms, see Technical Appendix D.

Instructional Practice Domain #5: Interactions

The fifth and final instructional practice domain, interactions, refers to instructional techniques that optimize student engagement and access to the lesson content. This domain has three indicators that define the extent to which *varied participation structures allowed for interactions that maximized engagement and access to the curriculum*. The indicators for this domain are:

I.5.1   Teachers use a variety of strategies to ensure equitable participation among all students.

I.5.2   Teachers use structured interactions.

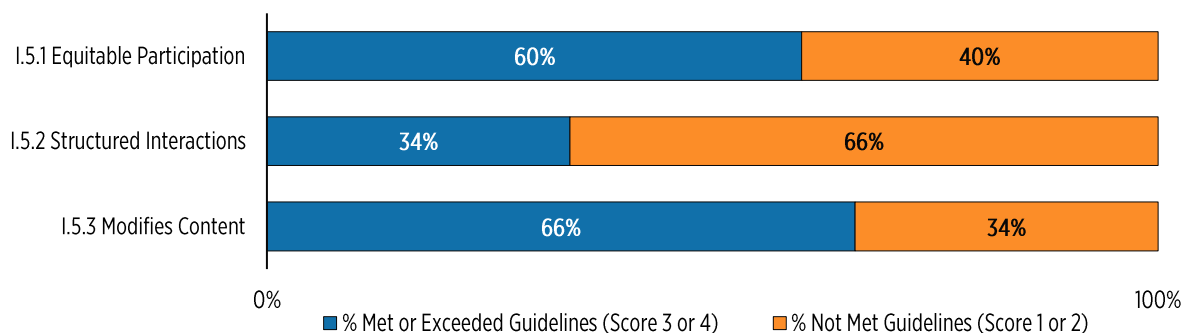I.5.3   Teachers modify content and lessons to support student learning.

To meet or exceed guidelines in the interactions domain, teachers should employ a variety of participation strategies that equitably engage students in lesson content (I.5.1).[51] Interactions in a DL classroom, specifically student-to-student interactions, should be frequent because cooperative learning opportunities have been shown to enhance student learning.[52]

Interactions between students should also be structured. They should include a linguistic feature and an explicit instructional task (I.5.2).[53] Examples of linguistic features include sentence starters for lower grades and requirements to use specific academic language for higher grades.

Last, to meet guidelines, teachers should modify lesson content, when appropriate, to meet student needs (I.5.3).[54]

We found that most lessons met or exceeded guidelines for modifying content (I.5.3) to support student learning (Figure 5). We also found that most lessons (60%) met or exceeded guidelines for participation (I.5.1). The 40% of lessons that did not meet participation guidelines either did not provide opportunities for all or most students to engage

Figure 5. Interactions Domain – Percent of Lessons Observed that Met or Exceeded Guidelines (*N*=140)

I.5.1 Equitable Participation	60%	40%
I.5.2 Structured Interactions	34%	66%
I.5.3 Modifies Content	66%	34%

0%   100%

■ % Met or Exceeded Guidelines (Score 3 or 4)   ■ % Not Met Guidelines (Score 1 or 2)

Source: IAU dual language program study, observation protocol scores (fall 2018)

with lesson content, or they did not use a variety of verbal and nonverbal strategies.

Though most lessons met two of the guidelines in domain 5, 66% of the lessons failed to meet guidelines for utilizing structured interactions (I.5.2). Most interactions observed did not require students to use specific linguistic features or were unstructured with no clear task to address.

Classroom and Program Structure Domain #1: Classroom Environment

The classroom environment domain relates to the promotion of program languages in the classroom space. This domain has three indicators that define the extent to which *program languages are promoted equally in the classroom to create positive learning environments that acknowledge and validate cultures stemming from the program's target language*. The indicators for this domain are: student work (S.1.1), wall space (S.1.2), and the classroom library (S.1.3).
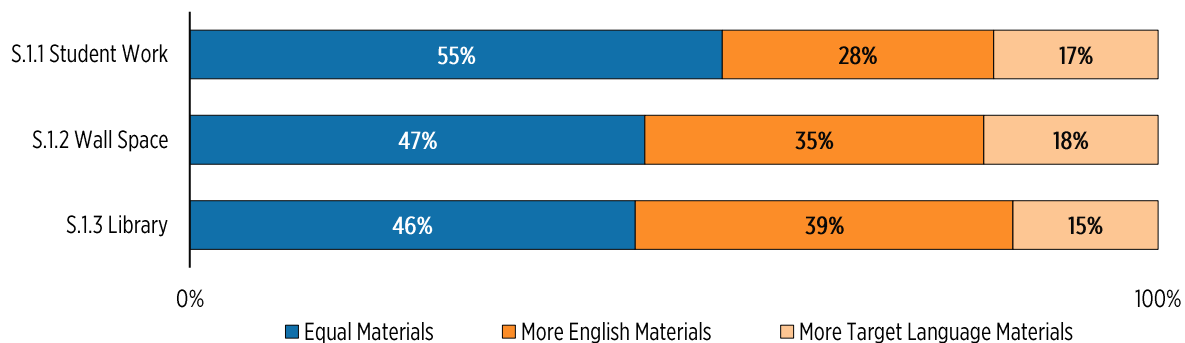
To meet guidelines for this domain, the print environment of classrooms (i.e., displays of student work, other wall décor, and classroom libraries) should equally represent both English and the target language.[55] Displays of

student work (S.1.1) and content walls (S.1.2) should provide up-to-date access to content that students have covered in recent lessons. Wall décor can include charts, pictures, text, or realia and should be organized so that students can use them as a resource. Equal representation of English and the target language also extends to classroom libraries (S.1.3). With few exceptions, classroom libraries should maintain a 50:50 ratio of English to target language books and other resources, such as dictionaries and thesauruses.[56]

We found that 55% of classrooms met guidelines for displays of student work (S.1.1), but only 47% of classrooms displayed languages equally with their wall space (S.1.2), and only 46% did so in the classroom library (S.1.3). Of the classrooms that did not have equal materials, a greater number of classrooms had more English materials than target language materials, as shown in Figure 6.

When asked in our 2018 DL survey, both teachers and principals reported a lack of adequate instructional materials for DLE programs in the target languages.[57] While most teachers and principals agreed that they had adequate instructional materials in English, only half said they had adequate instructional

Figure 6. Percent of Dual Language Classrooms with Equal Materials in Both Languages (*N*=85)

	Equal Materials	More English Materials	More Target Language Materials
S.1.1 Student Work	55%	28%	17%
S.1.2 Wall Space	47%	35%	18%
S.1.3 Library	46%	39%	15%

Source: IAU dual language program study, classroom observation notes (fall 2018)
Note: Student work displayed as equal materials includes 6% of classrooms that had no student work displayed or had student art work with no written language present.

Figure 7. Percent of L.A. Unified DL Principals and Teachers Who Agree They Have Adequate Materials in the Target Language and in English from IAU DL Survey (*N*=252)

Principals: 52% (Target Language), 90% (English)
Teachers: 51% (Target Language), 94% (English)

■ Target Language   ■ English
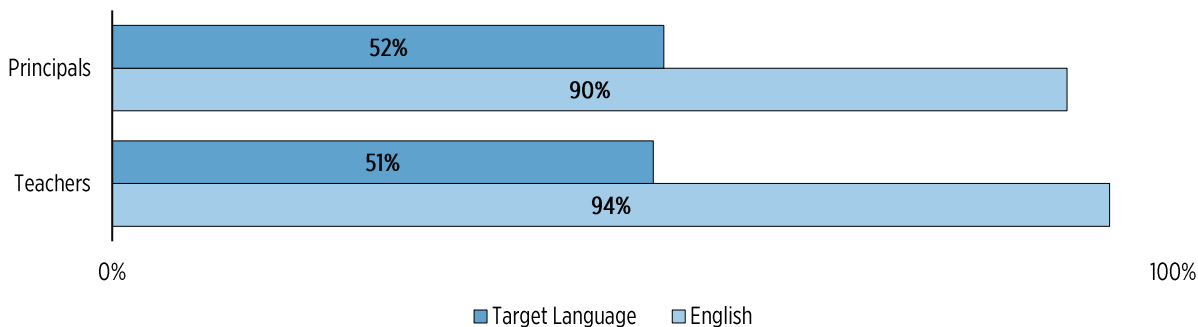
Source: IAU teacher and principal survey for bilingual and dual language programs (May 2018)
Note: This survey was administered in the 2017-2018 school year and does not reflect any changes made for the 2018-2019 school year.

materials in the target language (Figure 7).

In the open-ended sections of the survey, both teachers and principals requested more resources in the target language. Forty-percent of open-ended responses from teachers requested technology that used the target language (e.g., media and apps), target language instructional materials that were culturally relevant, and school-wide materials that promoted both languages equally.

Currently, the District's Integrated Library and Textbook Support Services (iLTSS) office provides standardized English curricular materials to all DLE programs and standardized Spanish curricular materials to Spanish DLE programs. DLE programs in Korean, Mandarin, Arabic, Armenian, and French vary in the standardization of their curricular materials. MMED provides curriculum development support via consultant specialists for DLE programs that do not offer standardized curricular materials.[58]

In addition, teachers of DLE programs have access, via the iLTSS website, to free e-books from the International Children's Digital Library, which can supplement the target-language resources in their classroom libraries.[59]

Classroom and Program Structure Domain #2: Classroom Composition

Classroom composition relates to *whether DL classrooms enroll an adequate number of language models for English and the target language given their program type (i.e., one-way or two-way immersion)*. Classroom composition refers to the ratio of fluent English speakers to target language speakers.

In L.A. Unified, target language models consist of English learners (ELs) and reclassified fluent English proficient students (RFEPs). Conversely, English models consists of English only students (EOs), initially fluent English proficient students (IFEPs), and RFEPs.[60] An ideal DL classroom should be able to pair each English speaker with a target language speaker so that both students have equal chances to speak English and the target language.

Researchers agree that DLE programs ideally should be *two-way*, with 50% fluent English speakers and 50% target language speakers, each of whom serve as models for the other.[61] However a less-than-ideal ratio may still be adequate (i.e., a classroom with no more than two-thirds of its students from a single language background). Indeed, District policy

regarding classroom composition for two-way immersion (TWI) programs allows up to two-thirds enrollment from any language group.[62] The important thing is whether both languages are modeled adequately for both groups of language learners to learn the language they initially do not speak.[63]

However, District policy also includes rules for one-way immersion (OWI) programs, which are designed for ELs. These types of programs can enroll up to 100% target language speakers and are not permitted to enroll more than 20% EOs.[64]

We found that most (90%) of the OWI classrooms—both the ones we observed and the ones we did not observe—in elementary Spanish and Korean DLE programs met the research-based composition guidelines (Figure 8). In TWI programs, 76% of classrooms in our sample and 81% of classrooms overall meet guidelines by enrolling no more than two-thirds of a language background (e.g., target language speakers).

In our sample, 18 TWI classrooms (about 24%) did not meet composition guidelines—12 of them because they were over-enrolled in fluent English-speaking students, i.e., EOs and IFEPs. Among all 461 elementary Spanish and Korean TWI classrooms, 89 (19%) did not meet classroom composition guidelines—50 of them because they were over-enrolled in fluent English-speaking students (EOs and IFEPs).
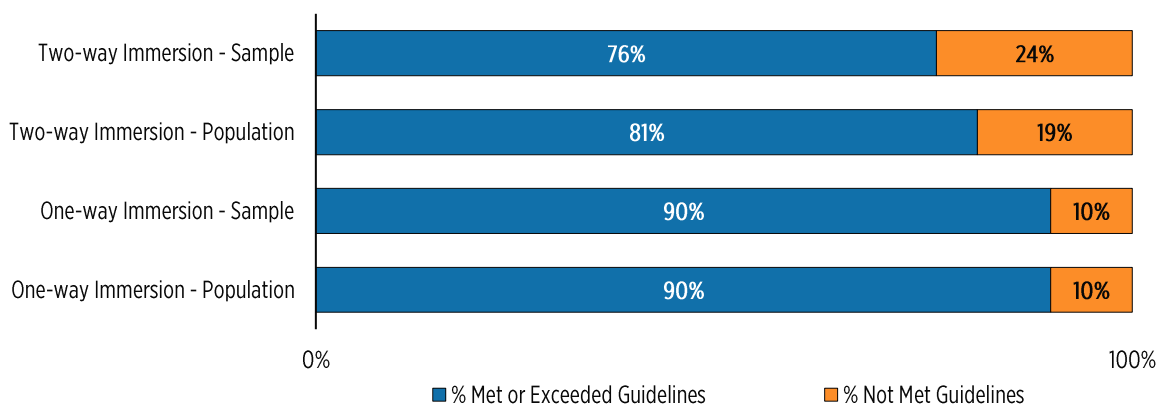
Ninety percent of classrooms in OWI programs in both our sample and our population met District policy.[65]

Classroom and Program Structure Domain #3: Bilingual Teachers

The final classroom infrastructure domain, bilingual teachers, relates to teacher preparation. This domain has three indicators to define the extent to which *DL teachers are prepared to deliver high-quality instruction and language supports to students*. These indicators are: professional development opportunities (S.3.1), planning time (S.3.2), and teacher credentials (S.3.2).

Research suggests that DL instructors should receive recurring professional development (S.3.1) because it can ensure that teachers "continuously [acquire] new knowledge

Figure 8. Percent of Classrooms Meeting Research-based Guidelines in Observed Sample and Overall DL Classrooms by Program Type

	% Met or Exceeded Guidelines	% Not Met Guidelines
Two-way Immersion - Sample	76%	24%
Two-way Immersion - Population	81%	19%
One-way Immersion - Sample	90%	10%
One-way Immersion - Population	90%	10%

Source: District administrative data (Focus), February 2019
Note: Two-way immersion: *n*=75 and *N*=461; one-way immersion: *n*=10 and *N*=40.

A Note about Teacher Professional Development in L.A. Unified

L.A. Unified offers a PK-12 Professional Development Module during scheduled banked time on Tuesdays to address promoting inclusion, empathy, and student support, as well as strategies for incorporating cultural sensitivity. Out of the 26 banked Tuesdays, half are reserved for District-selected topics and the remainder are selected by the school leadership councils. Dual language education (DLE) professional development is offered on an ongoing basis throughout the year, and workshops may be presented in English or the target language. According to the Master Plan for ELs and SELs, these sessions are differentiated by teacher needs and experience.[71]

For new teachers, L.A. Unified offers a pre-service English Language Development workshop where teachers are grouped by instructional level. This course is available for all teachers but required for first-year teachers. There is also an Introduction to Dual Language Education Programs for new teachers. Newly-assigned EL designees are provided an opportunity to attend an additional day of professional development tailored to their needs at the Master Plan Institute (MPI). The District annually provides updated professional development for EL designees at the MPI and monthly EL designee meetings.

Site-specific staff (e.g., Title III coaches and/or EL Designees) also provide voluntary professional development opportunities to teachers of ELs and LTELs throughout the school year. However, L.A. Unified teachers are only required to complete one hour per year of District-sponsored training that specifically addresses the needs of ELs and LTELs. In addition, trainings hosted by site-specific staff are not standardized across local districts, nor are trainings specific to DL implementation. As a result, implementation of effective strategies for teaching ELs may be inconsistent across the District.

regarding research-based guidelines in dual language education...and receive appropriate training in the students' native language."[66] Professional growth is one of the standards the District uses for evaluations.[67,68]

In addition to professional development, adequate teacher planning time (S.3.2) can lead to improvements in instructional practice. Planning time can be used for horizontal and vertical program alignment. Horizontal program alignment refers to the alignment of curricula within a grade level. Vertical program alignment refers to the alignment of curricula across grade levels.[69] To achieve horizontal and vertical alignment and create a seamless educational experience for ELs and participants in DLE programs, teachers need time to communicate, share, and plan with DL teachers in their grade as well as across grades.[70]

L.A. Unified's Teaching and Learning Framework's professional growth standard emphasizes that teachers should promote a culture of professional inquiry and collaboration to

be considered effective or highly effective.[72] For teachers to succeed on this metric, they need sufficient opportunities for this collaboration to occur.

Last, research has shown that successful DLE programs hire teachers who are certified to work with ELs and DL students (S.3.3).[73] To teach ELs in English, a teacher must hold a Cross-cultural Language and Academic Development (CLAD) credential or have an equivalent EL authorization.[74] To teach in two languages as part of a DLE program, teachers need to be bilingually authorized. Teachers can hold a bilingual authorization or hold credentials that qualify for bilingual authorization such as a Bilingual, Cross-cultural Language and Academic Development (BCLAD) credential or a Bilingual Certificate of Competence (BCC).

The IAU primarily used data from the DL teacher and principal survey conducted in spring 2018 to assess professional development opportunities in the District. An issue that emerged from this survey and concerned

both groups was the adequacy of professional development opportunities (S.3.1), as shown in Figure 9. Thirty-six percent of the teachers who responded to the survey discussed a need for more professional development, which they defined broadly as classroom monitoring and coaching visits as well as training on research-based guidelines and the effective use of technology.[75]

Principals agreed with their teachers on the need for improved professional development. The most common request from principals was for more professional development for their staff (32% of respondents mentioned this topic). The requests included more training for teachers as well as more classroom observation opportunities, both for District staff to observe and give feedback to teachers and for teachers to visit other classrooms and programs to learn from other teachers.[76] These findings indicate that professional development opportunities are not adequate for DLE as perceived by principals and teachers, even if they meet mandatory requirements.

DL teachers also reported having inadequate time to plan (S.3.2). According to collective

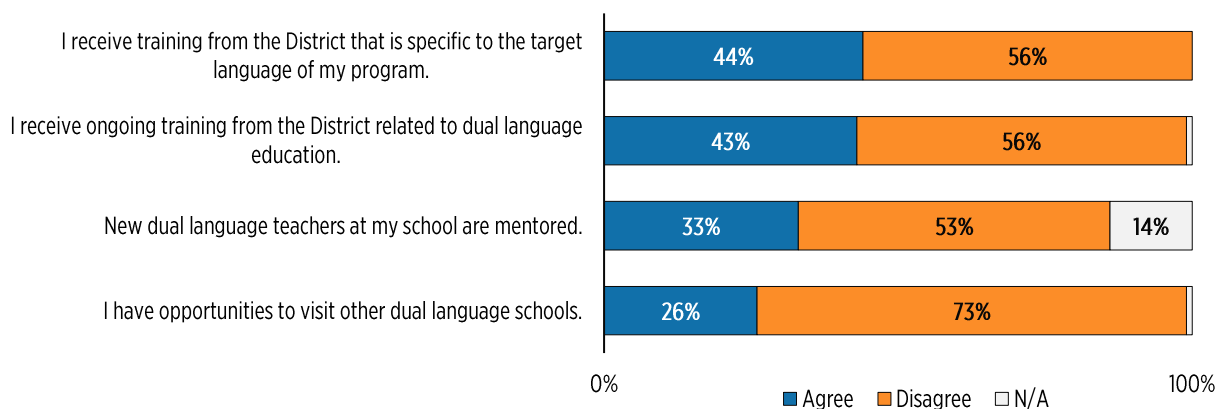### A Note about Principal Professional Development

Twenty-six percent of principals who responded to our survey reported that they did not receive ongoing training from the District related to dual language education (DLE) and 32% reported that they did not receive support from the District when faced with an issue in their DLE program.[77] Conversations with District staff revealed that L.A. Unified provides professional development to principals three times a year, five times for new principals.

Leadership development, for principals and others, can be a way to improve the performance of an existing program. Principals are one of the strongest influencers of successful change. This also means that principal turnover has a negative effect on program implementation – stable leadership is a key component of success.

An analysis of ten DLE programs across the country found that the success of a program begins with the dedication and leadership abilities of the school site administrator.[78] The study found that principals of successful DLE programs demonstrated a "total and unwavering commitment to students' achievements and excellent DLE programs that fully integrated into the school".[79]

bargaining agreements, each regular elementary school classroom teacher should receive 40 minutes of preparation time (30 minutes before school, 10 minutes after school) a day.

**Figure 9.** IAU DL Teacher Survey Responses Regarding Professional Development Opportunities (*n*=221)

	Agree	Disagree	N/A
I receive training from the District that is specific to the target language of my program.	44%	56%	
I receive ongoing training from the District related to dual language education.	43%	56%	
New dual language teachers at my school are mentored.	33%	53%	14%
I have opportunities to visit other dual language schools.	26%	73%	

Source: IAU dual language & bilingual principal and teacher surveys (May 2018)
Note: Not all respondents chose to answer this question. We administered the surveys in 2017-2018 and therefore this may not reflect any changes made to professional development for 2018-2019.

Figure 10. IAU DL Teacher Survey Responses Regarding Planning Time Opportunities (*n*=221)
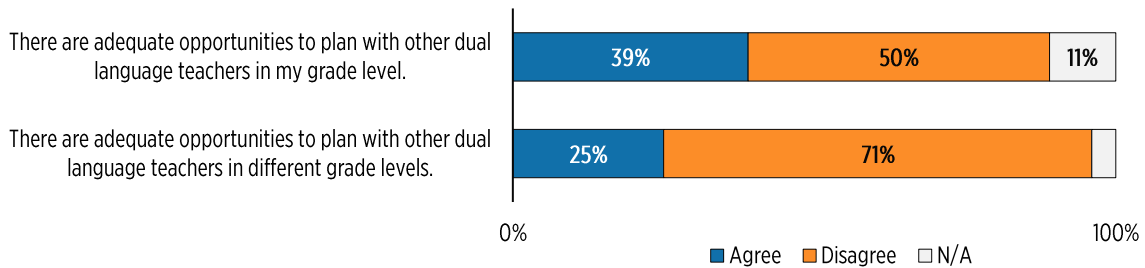
Source: IAU dual language & bilingual principal and teacher surveys (May 2018)
Note: Not all respondents chose to answer these questions. We administered the surveys in 2017-2018 and therefore this may not reflect changes made planning time opportunities for 2018-2019.

This preparation time is for duties such as preparing for class as well as conferences with parents, students and staff.[80] But 50% of teacher respondents reported that they did not feel they had adequate opportunities to plan with other DL teachers in their grade (Figure 10). Moreover, 34% of teachers noted a need for more planning time in their open-ended responses, including a need for more planning time with their team teachers, within grade levels, and across grade levels. The survey also found that 41% of teachers said that curriculum was not well-coordinated across grade levels, and 19% thought that there was a lack of coordination within grade levels in their programs.

Last, regarding teacher credentials (S.3.3), we found virtually perfect alignment between DL teaching assignments and research-based guidelines. In the 2018-2019 school year, 100% of teachers in both our sample and overall in elementary Spanish and Korean DLE programs were authorized to teach ELs. Furthermore, approximately 99% of target language teachers in our sample held bilingual authorizations, which means they were authorized to teach in the target language. We found similar levels of alignment regarding bilingual authorization for overall teachers in elementary Spanish and Korean DLE programs.[81]

C. Research Question 2

Were Classroom or Teacher Characteristics Associated with Variability in Alignment to Selected Research-Based Guidelines?

Implementation of research-based guidelines varied across elementary Spanish and Korean DLE programs in District. A student participating in a DLE program in one school may be exposed to similar content as a student in another school; however, these students may be exposed to different levels of alignment to guidelines. Our data suggest that inconsistences in implementation can occur across schools, within schools, and within self-contained or team-teaching units.

Variations in implementation are of concern because they may be related to student outcomes, with the more consistently aligned programs more likely to achieve strong results. As the District expands DLE programs with the hope of producing positive outcomes for students,[82] identifying ways to move DLE program practice closer to research-based guidelines could result in stronger DLE programs.

To gain insight into possible explanations for variations in program implementation, we examined how instructional alignment to guidelines differed depending on the following classroom and teacher characteristics: language of instruction, class size, classroom composition, average CELDT performance per classroom, program type, grade level, and years of experience.

Language of instruction. Alignment of instructional practice to research-based guidelines varies according to the language of instruction. Instructional practice is most strongly aligned to guidelines when the language of instruction is English (to see average scores for each indicator disaggregated by language of instruction, see Table D1 in Technical Appendix D). For example, language separation guidelines are met in English lessons more often than in Spanish or Korean lessons. Specifically, student-to-student language separation guidelines (I.1.3) were met in 99% of English lessons but only 33% of Spanish lessons.[83] Moreover, regardless of the language of instruction, students speak to their teacher and to each other in English more frequently than they speak in the target language.

One potential reason most classrooms fail to meet student language separation guidelines could be the tendency of emerging bilingual students to switch into speaking languages they are more comfortable using or languages they hear more frequently (*code-switching*). While the ability to code switch is viewed as an asset of bilingualism, code-switching too frequently can have negative implications for second language development. For more information on code-switching patterns observed in this study, see Technical Appendix D.

Class size. Results from this study also indicate that alignment of instructional practice

to guidelines varies based on the size of the class. Sizes for classrooms observed in this study ranged from 11-31 students, according to District data,[84] and we defined large classrooms as having 22 or more students.[85,86] Our findings indicate that proportionally more large classrooms met guidelines, compared to smaller classrooms, for the following indicators: checking for understanding (I.4.2), equitable participation strategies (I.5.1), and lesson modification (I.5.3). These findings suggest that teachers have found ways to adjust to the size of their classrooms. For example, teachers of large classrooms may have introduced innovative equitable participation strategies to ensure that all their students are participating. In smaller classrooms, there may be a lack of incentive or necessity for developing these strategies.

It is also possible that the presence of additional classroom personnel, such as instructional aides, has helped some teachers in large classrooms. Twelve classrooms that we observed had instructional aides;[87] however, the small number of instructional aides in our sample limit the conclusions that can be drawn.

Other classroom characteristics. We found no evidence that alignment to research-based guidelines varied by classroom composition, average CELDT performance per classroom, program type (one-way or two-way immersion) or grade level. It is likely that the classrooms observed in this study are too similar in these classroom characteristics to produce conclusive results.

Years of experience. We found no significant relationship between years of teaching experience and adherence to instructional guidelines. This lack of evidence may be due to the similar amount of experience teachers in the study possessed: almost all (91%) teachers in the sample had been teaching for six or more years.

4. RESULTS SUMMARY

Elementary Spanish and Korean DLE programs across the District were mostly aligned with the selected research-based guidelines.

A. Instructional Practice

Table 4a shows the summary of observed alignment with instructional practice guidelines. Here, more than two-thirds of lessons aligned in six indicators (green). Between one-third and two-thirds of lessons aligned in eight indicators (yellow), and less that one-third aligned in two indicators (red.)

Areas for Growth in Instructional Practice

The instructional practice guidelines that were the most challenging to meet were, in order of least-met to most-met:

- Building on concepts learned in the other language in instruction (I.2.1)
- Ensuring that instruction is culturally sustaining and grounded in students' interests and needs (I.3.2)
- Using structured interactions (I.5.2)
- Checking for understanding and provide appropriate feedback (I.4.2)
- Explicitly linking new concepts to past learning (I.3.1)
- Teacher engaging students in higher-order thinking (I.2.6)
- Teacher using a variety of strategies to ensure equitable participation among all students (I.5.1)

Table 4a. Instructional Practice Results – Percent of Lessons Meeting or Exceeding Guidelines

Domain	Indicator		% of Lessons	Color Code
Language Separation	I.1.4	Teacher-to-Student	98%	🟩
	I.1.5	Student-to-Teacher	83%	🟩
	I.1.6	Student-to-Student	64%[a]	🟨
Curriculum	I.2.7	Build on Concepts across Languages	12%	🟥
	I.2.8	Oral Language Production	51%	🟨
	I.2.9	High Expectations	77%	🟩
	I.2.10	Objectives	79%	🟩
	I.2.11	Technology	89%	🟩
	I.2.12	Higher-order Thinking	56%	🟨
Connections	I.3.3	Past Learning	47%	🟨
	I.3.4	Culturally Sustaining	26%	🟥
Comprehensibility	I.4.3	Scaffolding	84%	🟩
	I.4.4	Check for Understanding	46%	🟨
Interactions	I.5.4	Equitable Participation	60%	🟨
	I.5.5	Structured Interactions	34%	🟨
	I.5.6	Modify Content	66%	🟨

[a] More lessons conducted in English met guidelines than lessons conducted in Spanish or Korean.

Color Code	🟥 0-33%	🟨 34-66%	🟩 67-100%

- Teacher explicitly stating learning objectives and the lesson addressing the learning objectives (I.2.4)

B. Classroom and Program Structure

Table 4b shows the summary of observed alignment with classroom and program structure guidelines. More than two-thirds of classrooms aligned in three indicators (green). Between one-third and two-thirds of classrooms aligned with the remaining five indicators (yellow).

Areas for Growth in Classroom and Program Structure

The structural guidelines that were challenges for many classrooms or programs to meet were, in order of least-met to most-met:

- Professional development (S.3.1) – only 44% of surveyed teachers agreed that they received ongoing training related to DLE
- Classroom libraries (S.1.3)
- Displaying language equally with their wall space (S.1.2)
- Planning time (S.3.2) – between 29-50% of surveyed teachers reported adequate planning time
- Student work (S.1.1)

Table 4b. Classroom and Program Structure Results – Percent of Classrooms Meeting Guidelines

Domain	Indicator		% of Classrooms	Color Code
Classroom Environment	S.1.4	Student Work	55%	🟨
	S.1.5	Wall Space	47%	🟨
	S.1.6	Classroom Libraries	46%	🟨
Classroom Composition	S.2.3	Two-way Immersion	76% of classrooms from our sample and 81% of all elementary Korean and Spanish DL classrooms District-wide.	🟩
	S.2.4	One-way Immersion	90% of classrooms from our sample and 90% of all elementary Korean and Spanish DL classrooms District-wide.	🟩
Bilingual Teachers	S.3.4	Professional Development	Most respondents to our teacher and principal survey do not agree that they receive frequent trainings relevant to DL.	🟨
	S.3.5	Planning Time	50% of respondents to our teacher and principal survey do not have adequate time to plan with DL teacher in their grade level, and 71% of respondents do not have adequate time to plan across grade levels.	🟨
	S.3.6	Teacher Credentials	Virtually perfect alignment of teaching credentials in elementary Korean and Spanish DLE programs to guidelines.	🟩

Note: Classroom and program structure indicators were scored as "met" or "not met" – there was no measure for exceeding guidelines

Color Code	🟥 0-33%	🟨 34-66%	🟩 67-100%

5. STRATEGIES TO IMPROVE DLE PROGRAMS IN L.A. UNIFIED

This report revealed several aspects of instructional practices and program structure that could be improved through more attention and resources devoted to:

1. Providing instructional and administrative support materials, training and coaching
2. Changing policy to allow for more planning time
3. Ensuring that classrooms have adequate instructional materials in both languages
4. Initiating a mentor teacher program and creating more opportunities for teachers to observe each other

1. Provide instructional and administrative support materials, training, and coaching to teachers and administrators.

A Mandarin DL classroom at Braddock Drive Elementary School's world language immersion program

Professional development for both administrators and teachers can be used to improve instructional practice and program structure. We therefore recommend that the District consider guideline-specific professional development workshops, materials or coaching.

Currently, local districts, through English learner (EL) coordinators, offer training for all teachers of ELs, including dual language education (DLE) related training. Due to the localized nature of these training opportunities, however, the content of DLE-related training varies among local districts.

L.A. Unified should consider standardizing school-site professional development so that it can address all the areas of need that this report identifies. Although it is important to give local districts autonomy to choose topics that address their specific needs, this study shows many DLE programs have the same needs in common.

In addition to standardized training opportunities, support could be in the form of materials like informational documents or videos.

2. Change policy to allow for more planning time.

In addition to providing professional development opportunities, L.A. Unified schools provide planning time for DL teachers to facilitate programmatic and instructional implementation. Research shows that successful DLE programs emphasize the importance of horizontal and vertical program alignment.[88] However, 50% of teachers who responded to our survey reported inadequate time to plan with other DL teachers in their grade level and 71% reported inadequate time to plan with teachers in different grade levels.

Collective bargaining agreements have stipulated that each regular elementary school classroom teacher should receive 40 minutes of preparation time per day (30 minutes before school, 10 minutes after school). This preparation time is for duties such as preparing for class as well as conferences with parents, students and staff.[89] From the results of our survey, we conclude that many DL teachers

do not think this planning time is sufficient or that they are not able to use it effectively to support their DLE programs. District staff would have to explore this issue more deeply—perhaps at the annual "Symposium on ELs and SELs: Researchers, Practitioners, and Leaders"—to develop creative solutions.

3. Ensure that classrooms have adequate resources in the target language.

Classroom observers noted that approximately 40% of classrooms in our sample had English-dominant classroom libraries. Teacher and principal feedback from the surveys reiterated that classrooms lacked adequate instructional materials in the target language. Specifically, teachers requested more target language books for their classroom libraries, greater access to technology (e.g., media and apps) in the target language, and more culturally relevant instructional materials in the target language.

Currently, the District's Integrated Library and Textbook Support Services (iLTSS) provides standardized English curricular materials to all DLE programs and standardized Spanish curricular materials to Spanish DLE programs. DLE programs in Korean, Mandarin, Arabic, Armenian, and French vary in the standardization of their curricular materials.

Classroom materials and a classroom library in the target language (Spanish) at Kingsley Elementary School

MMED provides curriculum development support through consultant specialists for DLE programs that do not offer standardized curricular materials.[90] The support ensures that teacher-originated curriculum is aligned to California state standards.[91]

Teachers of DLE programs also have access to electronic books and resources in the target language via the iLTSS website.

L.A. Unified classroom integrated with technology

Given the misalignment between available resources and take-up rates of those resources, the IAU recommends that District staff investigate the barriers to adequate provision of target language resources in DL classrooms, including classroom library materials and culturally relevant instructional materials.

4. Initiate a mentor teacher program and create more opportunities for teachers to observe each other.

An issue that teachers raised in the DL survey was the need for greater access to mentorship and opportunities to both observe other teachers' classrooms and be observed by coaches in the interest of improving their own practice. Fifty-six percent of teachers who responded to the survey responded that they were not receiving ongoing training that was directly relevant to DLE. Moreover, 73% of

A Mandarin DL classroom at Braddock Drive Elementary School

teachers said they did not have opportunities to observe DL classrooms in other schools. In response to these findings, the District could implement formal and informal mechanisms for teachers to share experiences and learn, as well as participatory training opportunities such as professional networks to support practice.[92,93,94,95,96,97]

Research has shown that teachers learn well from observation of other teachers followed by practice within their own classroom, because observing research-based guidelines in action gives teachers an opportunity to see different ways to implement those practices into their own lessons.[98,99] Most instructional improvement experts agree that teachers should perceive their professional environment as one that encourages improvement in teaching practice.[100,101] Face-to-face relationships between teachers and between teachers and coaches, as well as time to collaborate around professional problems, encourage this perception.[102] These opportunities should be made available within and across schools. The observers in this study reported that there was wide variation of acceptance of observers into the classrooms; it was clear that there is not a standardized culture of observation across the District – some schools openly include observations as part of their regular practice, and some do not.

A structured way to facilitate a professional

learning environment is to identify high-performing DL teachers and utilize their strengths to support other teachers. This approach is sometimes called a "pollination model." Key teachers are trained and developed as leaders, then sent to "pollinate" their schools and programs as teacher leaders.[103,104] Over time, these teacher leaders also assume responsibility for ongoing professional development for teachers new to a district or new to teaching in a given program.[105] Probably if a new program like this were established, the District would have to find a way to make auxiliary payments or stipends available to those identified as teacher leaders.

The District presently implements something like pollination. Principals of DLE programs choose a lead teacher for their school who attends additional meetings and comes back to share new information. Unlike magnet programs with dedicated magnet coordinators, DLE programs do not have DL coordinators, so a lead teacher helps to fill a staffing need. These lead assignments usually change every two years to help spread out the workload.[106] However, based on the IAU surveys and the classroom observations, this model does not appear to sufficiently address teachers' needs. To more adequately address the needs of teachers, the District should consider initiating a mentor teacher program as well as create more opportunities for teachers to observe each other.

6. CONSIDERATIONS FOR BOARD MEMBERS

Recognizing the advantages of speaking and writing in two languages, the Board of Education has established the goal of universal biliteracy and bilingualism by 2032. The Board can make a difference in whether this goal is achieved in three ways:

Students at Denker Avenue Elementary DL two-way immersion Korean program

1. The Board can develop a deep understanding of the District's multilingual strategies.

This report informs the Board's understanding by showing that the District's DLE programs are mostly aligned with research-based guidelines, with a few areas needing additional attention.

L.A. Unified DL teachers are skilled at scaffolding, using technology to support learning, and language separation between the teacher and students. They find it more challenging to ensure that students maintain language separation in their peer-to-peer interaction and that instruction is culturally sustaining and grounded in students' interests and needs. Explicitly linking new concepts to

past learning and engaging younger students in higher-order thinking are also areas for improvement.

To improve instructional practice, the District should consider taking four steps. First, staff should continue to expand access to instructional and administrative support materials, training, and coaching for teachers and administrators. Second, the District should consider changing policy to allow for more teacher planning time. Third, the District should ensure that classrooms have adequate resources in the target language; and, fourth, staff should consider initiating a mentor teacher program that would create more opportunities for teachers to observe each other.

The Board should be aware that, in addition to high quality classroom instruction, effective DLE depends on adequate materials in both English and the target language. DLE programs also benefit from stability: ideally students should be retained from kindergarten through at least fifth grade. However, this ideal is hard to achieve given the reality of student mobility in L.A. Unified.

2. The Board can monitor and evaluate how DLE is implemented

This report provides the first comprehensive understanding of how Spanish and Korean DLE is implemented in terms of instruction and structure in the District's elementary schools. As changes occur, more programs open, and more supports are put in place, the Board should monitor these changes, their implementation, their cost and the conditions under which they are effective. Engagement and evaluation are key ways the Board can express support for DL staff, teachers, and families.

3. The Board can ensure during the budget development process that resources and supports are in place for bilingualism and biliteracy.

If graduating 100% of the Class of 2032 bilingual and biliterate is a Board priority—and if expanding access to DLE programs is the District's primary avenue to achieve this goal—then DLE should be reflected as a priority in the District's budget. In 2019-2020, DLE expanded dramatically in L.A. Unified. Thirty-seven new programs opened, which was a 25% increase from the 2018-2019 school year. Teachers and principals have expressed concerns about whether the pressures of implementing high-profile DLE programs will include the additional resources needed to implement those programs well.

Notes

[1] Protecting Dual Language Programs for Maximum Academic Achievement (2011). Retrieved from http://laschoolboard.org/sites/default/files/06-07-11StampedOb.pdf

[2] Investing Strategically in Expanding Pre-K-12 Dual Language Instructional Pathways. (2015). Retrieved from http://laschoolboard.org/sites/default/files/01-13-15RegBdOBSTAMPED.pdf

[3] Calculations are based on data provided by the District's Multilingual and Multicultural Education Department (MMED) in August 2019. The counts of dual language programs and percentage increase calculation include 12 World Language Immersion programs (WLI), although this study does not examine WLI programs implementation.

[4] Note that when DLE programs are referenced, it does not include WLI programs.

[5] L.A. Unified administrative data (Focus) –MMED Metrics at a Glance. Retrieved March 2019

[6] Collier, V.P., & Thomas, W.P. (2017). Validating the power of bilingual schooling: Thirty-two years of large-scale, longitudinal research. *Annual Review of Applied Linguistics*, 37, 1-15. http://www.thomasandcollier.com/assets/aral-2017-(typed).pdf

[7] MMED. (2018). *Master plan for English learners and standard English learners*. L.A. Unified. Retrieved from achieve.lausd.net/cms/lib/CA01000043/Centricity/domain/22/el%20sel%20master%20plan/2018%20Master%20Plan%20for%20EL%20and%20SEL.pdf

[8] Calculations are based on District administrative data (Focus) from MMED (April 2019).

[9] Communications and English Learner Support Divisions, California Department of Education. (2018). *Global California 2030: An initiative of State Superintendent of Public Instruction Tom Torlakson*. Retrieved from https://www.cde.ca.gov/eo/in/documents/globalca2030report.pdf

[10] Thompson, K. D. (2017). English learners' time to reclassification: An analysis. *Educational Policy, 31*(3), 330-363.

[11] Los Angeles Unified School District. (2018). *Proposition 58 implementation guidelines* (REF-056098, issued by Gipson, F. & Stephens, L.). Retrieved from https://achieve.lausd.net/cms/lib/CA01000043/Centricity/domain/22/policies/091018Prop58REFGUIDE.pdf

[12] Ibid.

[13] Ibid supra note 9.

[14] Howard, E. R., Lindholm-Leary, K. J., Rogers, D., Olague, N., Medina, J., Kennedy, D., Sugarman, J., & Christian, D. (2018). *Guiding principles for dual language education* (3rd Ed.). Washington, DC: Center for Applied Linguistics.

[15] Ibid.

[16] Le, Q.T., Wise, B., & Ganon, S. (2018). *Reclassification trends for English learners*. Independent Analysis Unit. Retrieved from http://laschoolboard.org/sites/default/files/IAU%20Report%20-%20Reclassification%20Trends%20for%20English%20Learners%20in%20L.A.%20Unified.pdf

[17] National Academies of Sciences, Engineering, and Medicine. (2017). *Promoting the educational success of children and youth learning English: Promising futures*. Washington, DC: The National Academies Press. Retrieved from https://doi.org/10.17226/24677

[18] MMED. (2018). *Master plan.*

[19] Ibid, p. 21.

[20] Ibid, p. 107.

[21] English and the target language should have equal representation in the print environment in most program models, the exception being in 90:10 two-way immersion programs. In 90:10 programs, 90% of time is spent practicing the target language and 10% of time is spent practicing in English. Here, we should expect an unequal representation of language in the print environment favoring the target language. Fewer than 3% of the lessons observed in this study followed a 90:10 model.

[22] Monolingual, English-speaking teachers participating in a team-teaching dual language education model do not need a bilingual authorization. However, research suggests that these teachers should have a basic understanding of the program's target language to provide primary language support to English learners (ELs) of the program. Additionally, it should be noted that lacking bilingual authorization does not equate to lacking target language fluency.

[23] Coburn, J. (2000). *Domitila: A Cinderella tale from the Mexican tradition*. Hampton-Brown.

[24] Enrollment percentage calculated using District administrative data (Focus) pulled February 2019 and data from the MMED dashboard.

[25] Ganon, S., Le, Q.T., & Wise, B. (2018). *Teacher and principal survey results from dual language and bilingual programs. Independent Analysis Unit*. Retrieved from http://laschoolboard.org/sites/default/files/IAU%20Report%202018%200827%20-%20Dual%20Language%20Surveys_1.pdf

[26] Ibid.

[27] Excluding programs created in the 2018-2019 school year.

[28] Dual language programs that offer instruction in grades K-5 typically have existed for at least six years. New programs start with instruction in either transitional kindergarten, extended transitional kindergarten, or kindergarten and build out their grade offerings year over year.

[29] Howard et al. (2018). *Guiding principles.*

[30] Ibid.

[31] Bilingually certified teachers are the greatest resource of a DLE program. However, depending on the target language of the program, they can be in short supply. If necessary, guidelines dictate that monolingual English teachers in co-taught classrooms have a basic understanding of the target language in order to support language transfer in early grades. See: Lindholm-Leary, K. (2005). *Review of research and best practices on effective features of dual language education programs.* San Jose University. Available from https://www.researchgate.net/

[32] Howard et al. (2018). *Guiding principles.*

[33] Montecel, M.R., & Cortez, J.D. (2002). Successful dual language education programs: Development and the dissemination of criteria to identify promising and exemplary practices in dual language education at the national level. *Bilingual Research Journal* (26).

[34] Ibid supra note 32.

[35] Ibid supra note 33.

[36] LAUSD Teaching and Learning Framework. (2013). Standard 2b2.

[37] Mississippi Department of Education. (2009). Webb's Depth of Knowledge Guide. Retrieved from www.aps.edu/sapr/documents/resources/Webbs_DOK_Guide.pdf

[38] LAUSD Teaching and Learning Framework. (2013). Standard 3b1, pp. 22.

[39] Aungst, G. (2014, September 4). Using Webb's depth of knowledge to increase rigor. *Edutopia.* Retrieved from www.edutopia.org/blog/webbs-depth-knowledge-increase-rigor-gerald-aungst

[40] These research-based guidelines are also reflected in the District's Teaching and Learning Framework. See: LAUSD Teaching and Learning Framework. (2013). Standards 1b4 and 2b1.

[41] These research-based guidelines are also reflected in MMED's Master Plan, 2018.

[42] Howard et al. (2018). *Guiding principles.*

[43] Montecel & Cortez. (2002). *Successful dual language education programs.*

[44] Gonzalez, N., et. al. (1994). Funds of knowledge: learning from language minority households. *Center for Applied Linguistics.* Retrieved from http://www.cal.org/resources/digest/ncrcds01.html

[45] Ibid supra note 41.

[46] These research-based guidelines are also reflected in L.A. Unified's Teaching and Learning Framework. See: LAUSD Teaching and Learning Framework. (2013). Standards 3a2, 3a4, 3b2, 3c1, 3c3, 3d2, and 3e1.

[47] The Glossary of Education Reform. *Scaffolding.* (2015). Retrieved from edglossary.org/scaffolding/

[48] Montecel & Cortez. (2002). *Successful dual language education programs.*

[49] Howard et al. (2018). *Guiding principles.*

[50] It is also worth noting that some observed lessons utilized additional adults in the room, such as paraprofessionals or teaching assistants, to help check for understanding and provide appropriate feedback to students.

[51] Ibid supra note 49.

[52] Ibid.

[53] Ibid supra note 48.

[54] Lavadenz, M., & Armas, E. (2012). *The observation protocol for academic literacies.* Los Angeles, CA: Center for Equity for English Learners, Loyola Marymount University.

[55] As a reminder, English and the target language should have equal representation in the print environment in most program models, the exceptions being 90:10 or 70:30 two-way immersion programs. In 90:10 programs, 90% of time is spent practicing the target language and 10% of time is spent practicing in English. Here, we should expect an unequal representation of language in the print environment favoring the target language. The same is true for 70:30 programs, in which 70% of time is spent in the target language and 30% of time in English. Approximately 16% of the classrooms observed in this study followed a 90:10 or 70:30 model.

[56] Howard et al. (2018). *Guiding principles.*

[57] Ganon, S., Le, Q.T., & Wise, B. (2018). Teacher and principal survey results from dual language and dual language programs. *Independent Analysis Unit.* Retrieved from laschoolboard.org/node/2364

[58] IAU conversation with MMED, July 2019.

[59] Electronic resources are available to all District teachers. However, the usefulness of the E-resources is dependent upon the accessibility of technology in a given school or classroom. Classrooms with 1:1 technology are better able to supplement classroom libraries with E-books than classrooms with limited technology (e.g., classrooms with one or two stationary desktop computers). IAU conversations with iLTSS, August 2019.

[60] Students reclassified as English proficient (RFEPs) function as language models for English and the target language if the reclassified student's primary language is the program's target language. Some RFEPs enroll in DLE programs to learn a third language, in which case they would only function as language models for English.

[61] Howard et al. (2018). *Guiding principles.*

[62] L.A. Unified School District Magnets, Permits with Transportation and Dual Language Brochure (2018-2019)

[63] Ibid.

[64] Ibid.

[65] Classroom composition calculations include a +/- 5 percentage point adjustment. For example, a one-way immersion classroom is considered to have met guidelines if it enrolls 76% ELs.

[66] Montecel & Cortez. (2002). *Successful dual language education programs.*

[67] Standard 5a4: *Implementation of New Learning from Professional Development* from the Framework states that to be marked highly effective: "Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher implements new learning from professional development

and tracks the degree to which individual student achievement is positively impacted."

68 LAUSD Teaching and Learning Framework. (2013). Standard 5a4, pp. 34.

69 Howard et al. (2018). *Guiding principles*.

70 Ibid.

71 MMED. (2018). *Master plan*.

72 LAUSD Teaching and Learning Framework. (2013). Standard 5b2.

73 Ibid supra note 68.

74 A Cross-cultural Language and Academic Development (CLAD) authorization or EL authorization can qualify a monolingual, English-speaking teacher (who is a part of a team-teaching model) to teach English learners who are participating in a DLE program.

75 Ganon et al. (2018). *Teacher and principal survey*.

76 Conversations with District staff revealed the following: "According to state and federal EL requirements, all Districts (and their schools) must provide sufficient professional development specific to ELs. This professional development (PD) requirement is communicated to all schools and we provide EL Specific PD to all EL Designees during the annual mandatory 4-day, summer Master Plan Institute (MPI) and during the monthly mandatory EL Designee meetings. MMED provides EL PD twice a month to LD EL Coordinators to enable them to deliver this PD to school-site EL Designees."

77 Ganon et al. (2018). *Teacher and principal surveys*.

78 Montecel & Cortez. (2002). *Successful dual language education programs*.

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81 Our data indicate that approximately 10% of teachers in our population of elementary Spanish and Korean DLE programs do not hold bilingual authorizations. However, it is *very* likely that most of these teachers do not teach in the target language. The data does not allow us to cross-reference bilingual authorizations and target-language teaching assignments.

82 MMED. (2018). *Master plan*.

83 IAU Dual Language Classroom Observations (Fall 2018)

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