Preface

More and more educators are interested in implementing two-way bilingual programs (also known as two-way immersion (TWI), dual language, and developmental bilingual education) in K–12 schools and in adult workforce development. Practitioners, university professors, charter school entrepreneurs, and reform model developers are anxious to find ways of orchestrating and implementing successful two-way bilingual (TWB) programs. We use *TWB* and *TWI* interchangeably throughout the book since both terms have wide audiences.

The TWB programs aim for full proficiency in two languages, an understanding and appreciation of the cultures associated with those languages, and high levels of achievement in all core academic domains. Furthermore, TWB programs can be considered a "bridge" between bilingual education programs and general education programs because they promote bilingualism, respect, and equity for all students in a school.

Two-way bilingual programs also provide a way to address comprehensive school reform for those schools seeking positive solutions to their ever-growing populations of language minority students. In national reviews of TWB programs, researchers found that when comparison groups are available, evaluations typically show that English-language learners in two-way programs outperform those in English as a Second Language (ESL) or other types of bilingual transitional programs (Lindholm-Leary, 2001).

Despite these preliminary studies and a fairly elaborate theoretical justification for TWB programs, there has been no uniformity in the programs that have been implemented (August & Hakuta, 1997). Programs vary in respect to student selection, assessment, and placement practices; time devoted to instruction in each language; policies for admitting newcomer students; and strategies for involving parents. These practices go hand in hand with the variations of professional development practices and curriculum selection. As educators begin to explore these programs, they are faced with these complex issues as they make critical decisions.

While the published studies focus on the linguistic and academic benefits of the programs for all students, very few studies describe what a TWB program is like. To focus on the characteristics and basic components

of successful TWB programs, we set out to study three programs in depth and to build on previous studies of these and other programs.

Our intent is to provide school administrators, teachers, and parents with basic knowledge needed for planning and implementing an effective two-way bilingual program. Therefore, we have structured the chapters to provide a panorama of the basic components of a program. The book is divided in three parts: Starting a Two-Way Bilingual Program (Part I), Implementing Effective Instruction (Part II), and Involving Teachers and Parents (Part III).

PART I: STARTING A TWO-WAY BILINGUAL PROGRAM

Chapter 1 attempts to provide the background information that schools need to initiate their study of TWI by (1) defining the program, (2) summarizing the theoretical and research background, (3) giving exemplars and nonexemplars of its critical features, (4) enumerating the benefits for all students, and (5) contrasting the benefits of TWB/TWI for language minority students with those from other ESL and bilingual programs. Due to the dramatic gap between mainstream and language minority students, we felt it would be important to elaborate on this issue. This chapter also demonstrates that TWB programs have the potential to promote a more equitable school climate in the context of school improvement and systemic reform.

Chapter 2 describes a process for planning and designing a school's program and the types of program models currently in the field. The process of program selection begins with ideas for getting the buy-in from the community and engaging all stakeholders in the school and district.

Chapter 3 examines comprehensive school reform models and offers three approaches to whole-school program implementation. Although there are many exciting and successful TWB/TWI schools, we have selected certain schools because each has taken a different path in developing its curriculum and instructional approach. We also limited our descriptions to English-Spanish programs since we have studied these more intensely, over several years, and know the culture and language firsthand.

We devote Chapter 4 to one of these schools because its TWI has the longest and most stable implementation. The critical features of its success are exemplified through the voices of the principal, teachers, parents, and students. Chacón School has a cohesive TWB program in which its curriculum system and extra-classroom activities play a role in structuring and reinforcing a multilingual and multicultural experience. The model assumes the continuing importance of trilingual competence and the developing needs of the students.

PART II: IMPLEMENTING
EFFECTIVE INSTRUCTION

Chapters 5 through 7 are written for teachers as they begin their classroom implementation. After extensive study of the program types and background, as well as the planning or designing phase, teachers need succinct information to guide their daily instructional practice. For this reason, we use a boxed text technique that teachers have requested for these chapters. Teachers find the boxes useful because they can easily convert these into individual teacher cards or posters. The narrative is brief, and the steps to a teaching strategy or technique are succinctly stated.

Chapter 5 begins with the basic premises for English as a Second Language and Spanish as a Second Language instruction. This chapter emphasizes oral language development in the first and second languages because oracy is finally being recognized as a critical precursor to reading comprehension. Effective reading comprehension leads to the learning of content, which in turn leads to success in school. The chapter suggests ways teachers can deliver instruction not just to make it comprehensible to second-language learners but also to ensure vocabulary and discourse development. Ways of organizing learning through quality interaction and cooperative learning strategies end the chapter.

Chapter 6 provides an extensive bank of research-based reading strategies for second-language learners. Since reading has been one of the most problematic aspects of even monolingual children, this chapter provides a framework for developing a comprehensive range of reading skills. The framework also integrates some of the latest research on reading and second-language learning for developing literacy in two languages.

Chapter 7 creates a bridge between reading and writing. The writing process integrates writing skills and ways of assessing the writing progress. It begins with effective teacher-student and student-student interaction strategies, following the notion that interaction is key to the development of oracy-comprehension-writing skills. The boxed narratives in this chapter are intended to be used as student tools as well as classroom posters.

Chapter 8 describes additional ways to assess students across domains. The chapter presents a brief overview of assessment practices and individual student assessment for placement in a program, ongoing classroom assessment, and completion of a school program. It also includes samples of rubrics and practical ways to design assessment and illustrates ways to incorporate them in daily instructional activities for oral, reading, and writing skill development.

PART III: INVOLVING TEACHERS AND PARENTS

Chapter 9 takes the content from the previous chapters and gives suggestions for a comprehensive professional development program and teachers learning communities. It gives the research background on collegiality and teacher support systems through concrete studies that have been conducted in TWI and other bilingual schools. Specific activities that teachers conduct in their learning communities are given, as well as what pitfalls to avoid. An outline for designing a staff development plan ends the chapter.

Chapter 10 offers the positive ways other TWI schools are actively engaging parents in a variety of activities. Programs use two languages for instruction, which facilitates the effective integration of second-language learners (SLLs) and parents with common goals. The chapter contrasts conventional with nonconventional parent involvement activities with the added linguistic and cultural dimension. These activities range from helping their children with homework to participating in school governance and management decisions. Chapter 10 also elaborates on the role of parents in TWB programs and resources schools have used with their successful parent components. Parent involvement functions very well, regardless of parents' background factors such as economic background, ethnicity, language background, status as immigrant or native born, or educational background.

Chapter 11 closes with evaluation components that can be integrated into the program design from the initial stages. The TWB program evaluation includes a planning process with components—such as outcomes of project objectives, standards or criteria to attain when implementing the objectives, and measuring devices (e.g., rubrics, tests, surveys, interviews, observations)—that reveal what was accomplished when implementing the objectives. Evaluation incorporates input of all TWI program participants and guides the improvement of the program. It is our hope that with this sequence, as well as the final recommendations in the chapter, schools will generate rich data and thick descriptions of such important and popular programs. Their contributions to the field will be most invaluable.

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