



**CELLebrating & Sustaining  
Secondary Dual Language  
Programs  
at  
FABES**

November 2023

# School District of Palm Beach County

hi



Sonia Birch

[sonia.birch@palmbeachschools.org](mailto:sonia.birch@palmbeachschools.org)  
Dual Language Program Planner

Natalie Campillo

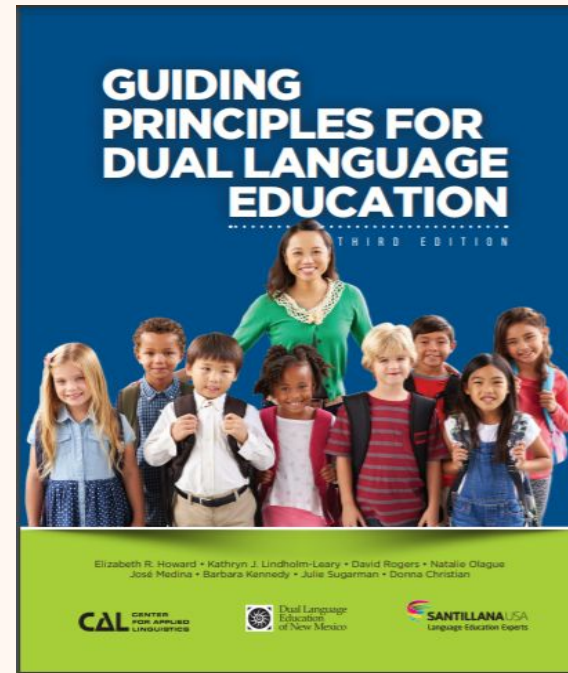
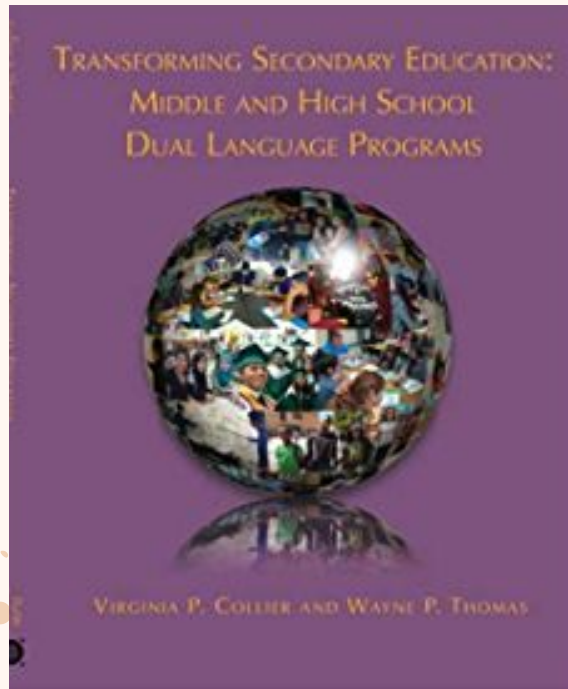
[natalie.campillo@palmbeachschools.org](mailto:natalie.campillo@palmbeachschools.org)  
Dual Language Specialist



	School	Number	Grades	Current Year
1	Barton	0741	K-1	2
2	Belvedere	0531	K-2	3
3	Berkshire (ISA)	0601	K-5	19
4	Cholee Lake	2761	K-5	16
5	CO Taylor Kirklane	1531	K-5	20
6	Forest Hill	0621	K-5	18
7	Freedom Shores	2671	K-5	21
8	Gove	1241	K-5	27
9	Greenacres (ISA)	0631	K-5	11
10	Hagen Road	1421	K-5	22
11	Highland	0671	K-5	17
12	Hope-Centennial	0012	K-5	14
13	Indian Pines	1861	K	1
14	Jupiter	0071	K-5	18
15	Lake Park	0141	K	1
16	Liberty Park	1871	K-5	15
17	Meadow Park	0591	K-4	4
18	Melaleuca	1441	K-5	18
19	New Horizons (ISA)	2051	K-5	20
20	North Grade	0681	K-8	25
21	Northmore	0271	K-1	2
22	Palm Springs	0651	K-5	5
23	Plumosa	0871	K-5	20
24	Rolling Green	0781	K-1	2
25	South Grade	2431	K-5	20
26	West Gate	0481	K-5	5
27	Conniston	0541	6-8	2
28	Jupiter Middle	1731	6	1
29	L.C. Swain MS	0021	6-8	6
30	Lake Worth MS	2131	6-8	13
31	Okeeheelee MS (ISA)	2151	6-8	20
32	Palm Springs MS (ISA)	0611	6-8	20
33	Polo Park MS	2611	6	1
34	Tradewinds MS	2781	6	1
35	Dr. Joaquin Garcia HS	1561	9	1
36	Forest Hill High	0581	9-12	5
37	John I. Leonard High (ISA)	1361	9-12	18
38	Lake Worth High School	0691	9-11	2



# Resources



Collier, Virginia P. & Thomas, Wayne P. *Transforming Secondary Education: Middle and High School Dual Language Programs*. New Mexico (2018) Fuente Press

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, D.C: Center for Applied Linguistics.



# Program Outcomes

- Cognitive benefits related to high levels of bilingualism
  - Increased proficiency in the partner language
    - Higher levels of cultural competence
- Stronger sense of positive ethnic identity for linguistically and culturally diverse students
  - Augmented sense of school satisfaction
  - Lower dropout rate and higher graduation rate

# Difference between Elementary and Secondary Dual Language Programs

As dual language classes expand into the middle and high school years, many issues emerge that require different decisions from those made for the elementary DL program.

Instruction:

Cognitive demand

Complexity of curriculum

Test difficulty

Isolated subjects

Students:

Student preference

Peer pressure

More responsibilities

Emotional

# Secondary Basic Program Considerations

Spanish Language and Literacy Coursework

Academic Support & Advancement Opportunities

Student Choice & Voice

Number of Core Offerings in the Partner Language

Electives in Partner Language

Knowledgeable & Bilingual Staff

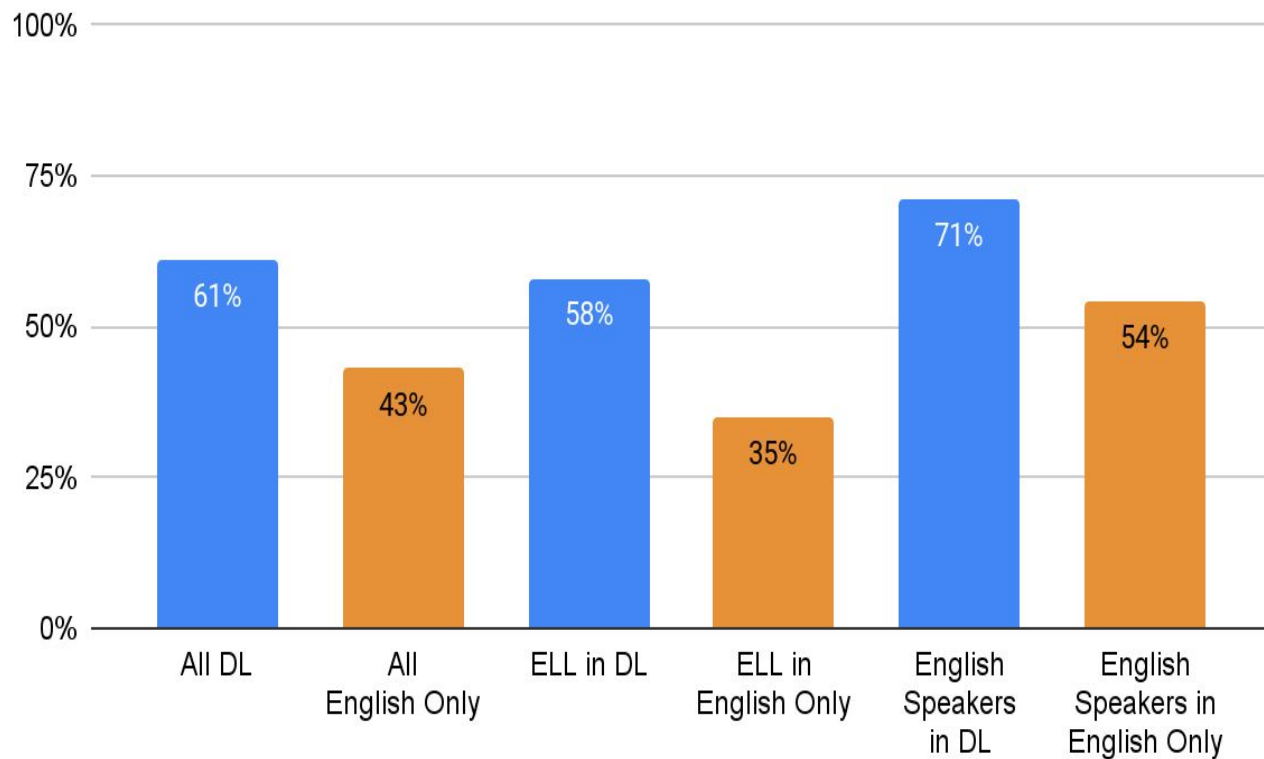
A Strong DL Elementary Feeder School

**Secondary structures are much more complex than those of elementary. This makes it necessary to develop a program that not only functions within its complexity, but ...**

**thrives!**



## Districts 7th Grade Civics EOC Students Scoring Level 3 or Above





# Planning Process

## At least 1 year



### Dual Language: Two-Way Immersion Program Planning Document

Dual Language education is best implemented when all stakeholders participate in shared decision making.

#### Step 1: Establish a dual language (DL) leadership team.

**Essential Questions:**

- Who will be part of the DL leadership team?
- What roles will team members play?
- How much time will members need to commit to this leadership team?


Dual Language Immersion Leadership Team			
Instructional Regional Superintendent		School Principal	
Teacher Team Leader		School Assistant Principal	
Single School Culture Coordinator		School Reading Coach	
ESOL Coordinator		Media Specialist	
Stakeholder: PTO		Stakeholder: SAC	
Stakeholder: Other		Stakeholder: Other	
Stakeholder: Other		Stakeholder: Other	
Dates of Meetings with Dual Language Immersion Leadership Team			
Dates for Professional Development			
Dual Language Introduction			
Socio Cultural Competence Series			
Dual Language: Two-Way			
Dual Language Data			
Dual Language Planning Essentials: Curriculum goals			
Dual Language Planning Essentials: Implementation			

Key



# Planning Process


## At least 1 year



**Dual Language**

**Step 1: Essential Questions**

- Who will be involved?
- What roles will each participant play?
- How much time will be needed?



### Dual Language: Two-Way Immersion Program Planning Document

**Step 2: Conduct a "Realm of Influence" self-reflection survey and discussion group.**

*Essential and Reflective Questions for Stakeholders:*

**My Language Experience**

- What methods did I use to study another language?
- How successful was my acquisition of the studied language?
- What factors led to my success or failure in acquiring another language?
- Who do I know that speaks more than one language?

**My Understanding of Dual Language Immersion Education**

- What is dual language: Two-Way Immersion education?
- Why should my school offer DLI?
- How will DLI benefit each of our student populations?
- What DLI support and resources are currently available in my district? In my state? In the nation?
- What remaining questions do I have about dual language immersion education?
- What additional knowledge do I need regarding DLI?

Opportunities for discussion and reflection:

- Creation of a Google Folder to share with the District DLI team as well as the school leadership team
- Plan dates (complete step 1) for the school leadership team to meet throughout the year
- coffee chats, partnered discussions, roundtable or virtual stakeholder meetings.

**Step 3: Research dual language immersion key components and best practices.**

*Essential Questions:*

- What information, research, and professional development provide the most accurate information regarding dual language immersion education?
- What research shows the benefits of DLI education and how these benefits impact student achievement across grade levels?

**Research Checklist:**

- Read the [Reference research on implementing dual language programs in elementary schools](#).
- Read the [Resources for DLI Two-Way Immersion in Palm Beach](#)
- Read the [Guiding Principles for Dual Language Education](#).
- Attend the district Dual Language Principal meetings.
- Attend the National Association of Bilingual Education (NABE) conference.
- Investigate the benefits and impacts of immersion education through the district diagnostics and FSA Annual Data Report and current research.
- Create a research book study PLC and identify participants.
  - Book study PLC should include (at minimum) 1 district level participants, 2 school level administrators, and 3 school level teacher leaders.
  - Select the book "Dual language Education, Program Design and Implementation" by Dr. Sonia Soltero or reach out to the district's Dual Language team for recommendations.
  - Choose a PLC facilitator, create a book study outline, and develop discussion norms and expectations.
  - Create a biweekly or monthly reading calendar with set meeting times.
  - Disseminate all information to book study PLC members.


For further guidance on creating and leading a research book study PLC, see the [District's Dual Language Book Study Guide](#).

**Key**

Learn	Plan	Create	Promote
-------	------	--------	---------

# Planning Process

## At least 1 year



### Dual Language

Dual Language

#### Step 1: Essential Questions

- Who will be involved?
- What roles will they play?
- How much time will be needed?

Instructional Region Superintendent

Teacher Team Lead

Single School Culture Coordinator

ESOL Coordinator

Stakeholder: PTO

Stakeholder: Other

Stakeholder: Other

Dual Language: Introduction

Socio Cultural Communities Series


Dual Language: Two-Way Immersion

Dual Language: Data

Dual Language: Planning Essentials: Curriculum

Dual Language: Planning Essentials: Implementation

Key: Learn Plan Create Promote



### Dual Language

Dual Language

#### Step 2: Core

**Essential and Reflective**

**My Language Experience**

- What are my strengths?
- How successful have I been?
- What factors have influenced my success?
- Who do I credit for my success?

**My Understanding**

- What is dual language immersion?
- Why should we implement it?
- How will it be implemented?
- What do I need to know?
- What are the challenges?
- What are the opportunities?

Opportunities for discussion:

- Creation of a Goals and Action Plan
- Plan dates (completion)
- coffee chats, parent meetings

#### Step 3: Research and

**Essential Questions:**


- What information is available regarding dual language immersion?
- What research is available across grade levels?

**Research Checklist:**

- Read the [Research](#)
- Read the [Research](#)
- Read the [Guidelines](#)
- Attend the district
- Attend the National
- Investigate the best practices
- Data Report and
- Create a research plan
- Book study
- and 3 sessions
- Select the
- reach out to
- Choose a
- Create a
- Disseminate

For further guidance on

Key: Learn Plan Create Promote



### Dual Language: Two-Way Immersion Program Planning Document

#### Step 4: Identify school staff, community members and stakeholders outside of the leadership team to involve in discussions and planning processes.

**Essential Questions:**

- What recruitment and retention plan will be created for identifying/hiring high quality bilingual and biliterate staff?
- What additional community members and/or stakeholders exist who can support our dual language immersion program?
- In what ways can these stakeholders be called upon to support our program?

Community Member Role	Name	Potential Area of Impact
Teacher		
Teacher		
Teacher		
PTO Representative		
Family Liaison		
Public Library		
SAC Representative		
Business Partner		
Business Partner		
Other: HR Partner		
Other:		

**Communications**


- Develop a communications campaign with clear targets and objectives.
- Share program launch and recruitment information with stakeholders in a variety of ways, including
  - print materials,
  - news releases and interviews,
  - stakeholder forums, and
  - family nights.
- Enhance the school environment to highlight the target language in multiple ways, including
  - signage
  - bilingual office staff
  - target language cultural integration schoolwide.

Key: Learn Plan Create Promote

Page 3

# Planning Process

## At least 1 year



**Dual Language**

**Step 1: Essential Questions**

- Who will be...
- What roles...
- How much...

Instructional Region Superintendent

Teacher Team Lead

Single School Culture Coordinator

ESOL Coordinator

Stakeholder: PTO

Stakeholder: Other

Stakeholder: Other

Dual Language: Intro

Socio Cultural Committee Series


Dual Language: Two-Way

Dual Language: Data

Dual Language: Planning Essentials: Curriculum

Dual Language: Planning Essentials: Implementation

Key: L=Learn, P=Plan, C=Create, I=Improve



**Dual Language**

**Step 2: Core**

**Essential and Reflective**

**My Language Experience**

- What me...
- How succ...
- What fac...
- Who do I...

**My Understanding**

- What is d...
- Why sho...
- How wil...
- What DL...
- What res...
- What ad...

Opportunities for discussion

- Creation of a Google
- Plan dates (coffee chats, part

**Step 3: Research and**

**Essential Questions:**


- What informati regarding dual
- What research across grade l

**Research Checklist:**

- Read the [References](#)
- Read the [Research](#)
- Read the [Guidelines](#)
- Attend the district
- Attend the National
- Investigate the b Data Report and
- Create a research
- Book sta and 3 s
- Select th reach o
- Choose
- Create a
- Dissemi

For further guidance on

Key: L=Learn, P=Plan, C=Create, I=Improve



**Dual Language**

**Step 4: Identify leadership te**

**Essential Questions:**


- What recruitment an biliterate staff?
- What additional com immersion program?
- In what ways can the

Community Member Role	
Teacher	
Teacher	
Teacher	
PTO Representative	
Family Liaison	
Public Library	
SAC Representative	
Business Partner	
Business Partner	
Other: HR Partner	
Other:	

**Communications**

- Develop a communicat
- Share program launch
- print materials
- news releases
- stakeholder for
- family nights
- Enhance the school en
- signage
- bilingual office
- target language

Key: L=Learn, P=Plan, C=Create, I=Improve



**Dual Language: Two-Way Immersion Program Planning Document**

**Step 5: Conduct dual language immersion program site visits with stakeholder team.**

**Essential Questions:**

- What information can be gained from conducting immersion program site visits?
- Which members of the stakeholder/leadership team(s) should participate?
- How will the site visit team be divided out during each visit to maximize the team's time onsite?

Program Site Visit Observation "Look-Fors"		
Look For	Team Member	Evidence and Comments
How is the targeted language (TL) visible throughout the school?		
Where is the dual language immersion track located physically within the school?		
How are enrichment classes handled in the DLI track?		
What percentage of books in the school's library are in the TL? How are these resources displayed?		
What TL curriculum materials and resources are used in each grade level?		
What language proficiency monitoring tools are in use for English and the TL?		
How is student academic achievement tracked?		
How are faculty meetings scheduled and structured? How is the DLI involved? Are conversations around DLI embedded? Frequency?		
How do DLI teachers handle transitions between instructional blocks? (within the TL)		
How do classes transition to and from TL classes to English language and non-instructional blocks?		

**Additional Steps Onsite:**

- Review master schedule.
- Review instructional materials and resources used at each grade level.
- Review school's communications and recruitment plans.
- Interview administrative staff and teachers who are part of the dual language immersion program.
- Interview current DLI students from a variety of grade levels.

Key: L=Learn, P=Plan, C=Create, I=Improve

Page 4

# Planning Process

## At least 1 year

**THE SCHOOL DISTRICT OF NEW BRUNSWICK**  
Dual Language

### Step 1: Establish a vision and mission statement

**Essential Questions:**

- Who will be involved?
- What roles will each person play?
- How much time will be needed?

Instructional Region Superintendent  
Teacher Team Lead  
Single School Culture Coordinator  
ESOL Coordinator  
Stakeholder: PTO  
Stakeholder: Other  
Stakeholder: Other

**Key:** Learn Plan Create

**THE SCHOOL DISTRICT OF NEW BRUNSWICK**  
Dual Language

### Step 2: Conduct a needs assessment

**Essential and Reflective Questions:**

**My Language Experience:**

- What are my strengths and weaknesses?
- How successful have I been in the past?
- What factors have influenced my success or lack thereof?
- Who do I need to support my goals?

**My Understanding:**

- What is the current state of the program?
- Why should we implement this program?
- How will we measure success?
- What are the potential challenges?
- What are the potential benefits?
- What are the potential risks?

**Opportunities for discussion:**

- Creation of a Goals and Objectives document
- Plan dates (comp meetings, coffee chats, parent meetings)

### Step 3: Research and gather resources

**Essential Questions:**

- What information is available regarding dual language immersion programs?
- What research is available across grade levels?

**Research Checklist:**

- Read the [Research Report](#)
- Read the [Guidelines](#)
- Read the [Guidelines](#)
- Attend the district meeting
- Attend the National Dual Language Conference
- Investigate the best practices Data Report and create a research plan
- Book study and 30-minute reflection
- Select the program model to reach our goals
- Choose the program model
- Create a plan
- Disseminate information

For further guidance on dual language immersion, please visit [www.nj.gov/education/programs/dual-language-immersion](#)

**Key:** Learn Plan Create

**THE SCHOOL DISTRICT OF NEW BRUNSWICK**  
Dual Language

### Step 4: Identify leadership team and community members

**Essential Questions:**

- What recruitment and retention strategies will be used?
- What additional community members will be involved in the immersion program?
- In what ways can the program be sustained?

Community Member Role	Contact Information
Teacher	
Teacher	
Teacher	
PTO Representative	
Family Liaison	
Public Library	
SAC Representative	
Business Partner	
Business Partner	
Other: HR Partner	
Other:	

**Communications**

- Develop a communication plan
- Share program launch information:
  - print materials
  - news releases
  - stakeholder forums
  - family nights
- Enhance the school environment:
  - signage
  - bilingual office
  - target language

**Key:** Learn Plan Create Promote

**THE SCHOOL DISTRICT OF NEW BRUNSWICK**  
Dual Language

### Step 5: Conduct a site visit

**Essential Questions:**

- What information can be gathered from the site visit?
- Which members of the leadership team will be involved in the site visit?
- How will the site visit be conducted?

**Look For:**

- How is the target language used throughout the school?
- Where is the dual language located physically within the school?
- How are enrichment classes for the DL track?
- What percentage of books in the library are in the TL? How are resources displayed?
- What TL curriculum materials/resources are used in each classroom?
- What language proficiency tools are in use for English learners?
- How is student academic achievement tracked?
- How are faculty meetings structured? How is the DL conversation around DL's frequency?
- How do DL teachers handle transition between instructional blocks (TL)?
- How do classes transition from English language non-instructional blocks?

**Additional Steps Onsite:**

- Review master schedule
- Review instructional materials
- Review school's communication plan
- Interview administrators
- Interview current DL students

**Key:** Learn Plan Create

**THE SCHOOL DISTRICT OF NEW BRUNSWICK**  
Dual Language: Two-Way Immersion Program Planning Document

### Step 6: Create a plan of action

**Essential Questions:**

- What is the vision and mission for our DL program?
- How will our vision & mission encompass the three core goals of DL?
- What steps can be taken to ensure our program's success?

**Final Steps Checklist:**

- Make a final determination of staffing within the DL program and the number of classrooms to be opened for year one.
- Determine and gather resources needed to mobilize program support and disseminate information.
- Share with stakeholders the benefits of immersion education through public meetings and promotional materials.
- Ensure equal access while selecting students and placement procedures for DL participation.
- Take steps to create and share out a clear K-5 plan for the implementation of and vision for dual language immersion in the coming years.
- Order materials from Instructional Materials Warehouse.
- Create and execute a publicity campaign for the DL program and family participation.
- Develop student enrollment and recruitment processes and make them available to the public.
- Contact the District's dual language team for implementation support and suggestions.
- Join the Hispanic Education Coalition

**Key:** Learn Plan Create Promote



# Who Participates

- English Language Learners
  - Heritage Speakers
- Native English Speakers



# Challenges

- Staff Buy In
- Materials & Course Offerings
- Recruitment
- Masterboard Scheduling
- Reflect, Restructure, & Reinvent





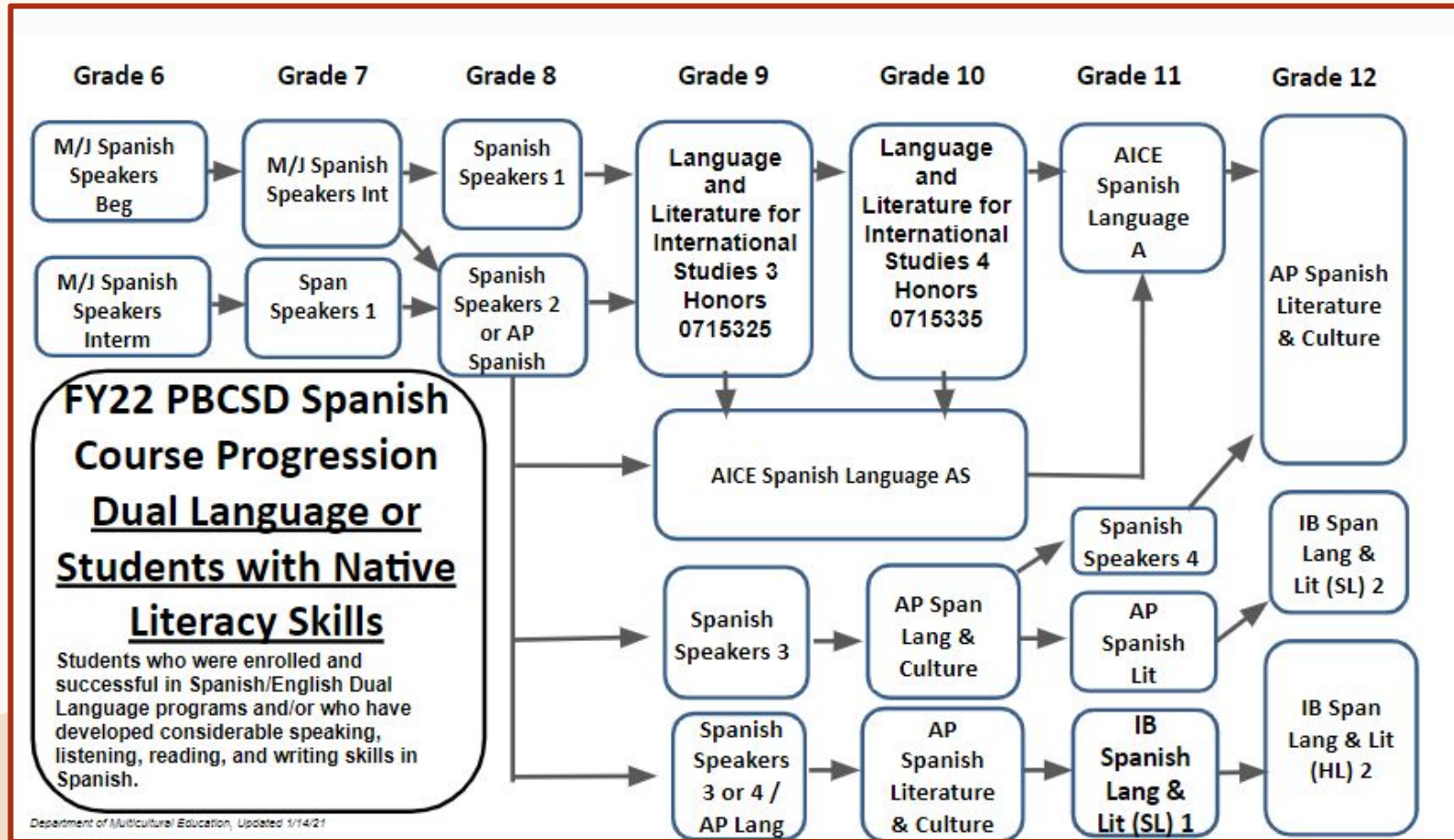
# Staff Buy In

Every child is a  
language learner





# Pathways



# Recruitment



# Recruitment



**Dual Language PBC** @Duallanguagepbc · Aug 3

We are so happy to welcome all of our new 40 visiting teachers from Spain for this school year @educaciongob @PBC\_MPatterson @EveryoneLearns2 @lisa\_capra @561Sdpbc



# International Spanish Academies



Berkshire Elementary  
New Horizons Elementary  
Greenacres Elementary  
Okeeheelee Middle School  
Palm Springs Middle School  
John I Leonard High School

# Sample Schedules

Course	Period - Teacher	Course Number
WORLD HIST HON	01 01 - AC - 001 - Isabela Silva	2109320S
BIO 1	02 02 - AB - DL10 - Denisse Isaura Conway	2000310S
WEIGHT TRAIN 1	03 03 - S1 - AC - 003 - Marni Blaire Greenstein	1501340
TEAM SPRTS 1	03 03 - S2 - AC - 006 - Peyton Glenville Harmon	1503350
ALG 1	04 04 - AB - 009 - Julio C Nino	1200310
ENG 2 THROUGH ESOL	05 05 - ABC - 001 - Linda Smith Stephens	1002310P
SPANISH SPEAKS 3 HON	06 06 - AB - SK1 - Suhail Valentin Leon	0709320
DEV LANG ARTS ESOL-R	07 07 - AC - gr10 - Susana Del Valle Diez	1002381P

Course	Period - Teacher	Course Number
AICE SPAN LANG AS	01 01 - AC - 004 - Daleen V Torres Muniz	0708538
TEAM SPRTS 1	02 02 - S1 - AB - 002 - Peyton Glenville Harmon	1503350
PERS FIT	02 02 - S2 - AB - 006 - Peyton Glenville Harmon	1501300
BIO 1	03 03 - AC - DL9 - Denisse Isaura Conway	2000310S
2-D ART 1	04 04 - AB - 001 - Maria Alcaraz Galdon	0101300S
ALG 1	05 05 - ABC - 010 - Julio C Nino	1200310
ENGLISH LANG DEV	06 06 - AB - 001 - Lhisa R Almashy	1002380P
ENG 1 THROUGH ESOL	07 07 - AC - 002 - Celia Lopez-Frazier	1002300P

# Sample Schedules

Course	Period - Teacher	Course Number
AICE SPAN LANG AS	01 01 - B - B1 - Asuncion Sher	0708538B
AICE EURO HIST AS	02 02 - A - IS1 - Santiago Parra Cebeira	2109371S
LANG/LITINTSTUDIES4H	03 03 - B - 02 - Asuncion Sher	0715335S
AICE GLBL PERSP 1 AS	04 04 - A - 04 - Elizabeth Judy Caron	1700364
TEAM SPRTS 1	05 05 - S1 - AB - 10 - Jeffrey Peters	1503350
BASKETBALL	05 05 - S2 - AB - 04 - Charlene Moultrup	1503310
PRE-CALCULUS HON	06 06 - A - R2 - Jose Moya	1202340C
AICE ENG LANG AS	07 07 - B - 04 - Briana Mazzocchi	1001550

Course	Period - Teacher	Course Number
LANG/LITINTSTUDIES3H	01 01 - B - 01 - Greteel Fresneda	0715325S
AICE MEDIASTUDIES AS	02 02 - A - 02 - Agatha Santilli	1100460S
ALG 1	03 03 - B - 03 - Mira Matta	1200310
AICE INTL HIST AS	04 04 - A - 02 - Mowshumi Yesmin	2100490
RESEARCH 1	05 05 - AB - 05 - Carla Irene Rodas-Pina	1700300S
AICE ENG GEN PAPER 1	06 06 - A - 17 - Lidsay Centeno Vega	1009400
BIO 1 HON	07 07 - B - A4 - Randy S Singh	2000320A

# Sample Schedules

Course	Period - Teacher	Course Number
RESEARCH 3	01 01 - B - 01 - Carla Irene Rodas-Pina	1700320S
AICE ENG LIT 1 AS	02 02 - A - 01 - Alyson L Bisogno	1005370
ADV PL SPANISH LIT	03 03 - B - B2 - Angel Valdes	0708410B
ADV PL US GOVT/POL	04 04 - S1 - A - IS1 - Santiago Parra Cebeira	2106420S
ECON FIN LIT HON	04 04 - S2 - A - IS1 - Santiago Parra Cebeira	2102345S
MATH DATA & FIN LIT H	05 05 - AB - 02 - Adolfo Reyes	1200388
NO CLASS	06 06 - A - 02 - Virtual Teacher	0000NOCL
SENIOR PRIVILEGE	07 07 - B - 07 - William J Saber	0000SRPR

Course	Period - Teacher	Course Number
M/J GRADE 8 PRE-ALG	01 01 - B81 - Shatara Bryant	1205070
M/J US HIS ADV & C/P	02 02 - T82 - Aryam E. Tosado	2100025S
ADV PL SPANISH	03 03 - S83 - Milagros Soto	07084008
M/J LANG ARTS 3	04 04 - P84 - Chanda R Peterkin	1001070
M/J COMPRE SCI 3 ADV	05 05 - M85 - Gladys Mateo-Almodovar	2002110S
M/J INTENS READ 3	06 06 - B86 - Matthew Philip Benoliel	1000014



# Sample Schedules

Course	Period - Teacher	Course Number
ALG 1	01 01 - AC - 001 - Darelyn Every	1200310C
BIO 1	02 02 - BC - 001 - Mayte Pinon Gomez	2000310S
ENGLISH LANG DEV	03 03 - AC - 004 - Luiz Rocha	1002380P
COMPUTER FUNDAMENTAL	04 04 - BC - 002 - Juan Manuel Grajales	9003410S
PRE-AICE SPAN1L 1 IG	05 05 - ABC - 003 - Angel Arturo Perez	0709370
AICE US HIST AS	06 06 - BC - M3 - Maria Elizabeth Spooner-Provost	2100500
PRE-AICE ENG LIT IG	07 07 - AC - 011 - Edith Ariel Arreaga	1005380P

Course	Period - Teacher	Course Number	Section	Rotation Days
ADV PL SPANISH	02 02 - A - 01 - Ana E Viton	07084008	01	A
<b>Total</b>				

## 8 Classes at Palm Springs Middle - 0611 - M

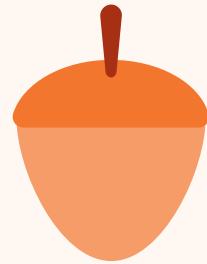
Course	Period - Teacher	Course Number
PRE-AICE MATH 2 IG	01 01 - LIL1 - James E Lilliestedt	12098208
M/J DRAMA 3	02 02 - VAN2 - Kevin Eric Van Meter	0400020
M/J COMPRE SCI 3 ADV	03 03 - ORT3 - Purificacion Ortiz Carmona	2002110S
M/J US HIS ADV & C/P	04 04 - PEN4 - Guillermo Enrique Pena	2100025S
M/J ENG 3 CAMB SEC 1	05 05 - GOS5 - Ononde Thelemaque	1001085
M/J LIB SKLS/INF LIT	06 06 - LS6 - Jeannie Jo Wagner Edwards	11000009

# Sample Schedules

Course	Period - Teacher	Course Number
M/J ACCELERATED MATH GRADE 7	01 01 - M71 - Annabelle P McManus	1205050
SPANISH SPEAKS 1	02 02 - L72 - Luany Xiomara Leiva	07093008
EXPLOR IT CAREERS/CP	03 03 - S1 - 71G - Christina Brito Gomes	9009360
FUND OF CULINARY CAR	03 03 - S2 - R23 - Kimberlie R Raudenbush	8809200
M/J CIVICS ADV	04 04 - M74 - Jenitza Melendez Oyola	2106020S
M/J COMPRE SCI 2 ADV	05 05 - M75 - Elizabeth Mckenzie	2002080S
M/J LANG ARTS 2, ADV	06 06 - Z76 - Jon Marshall Zerlin	1001050

# Sample Schedules

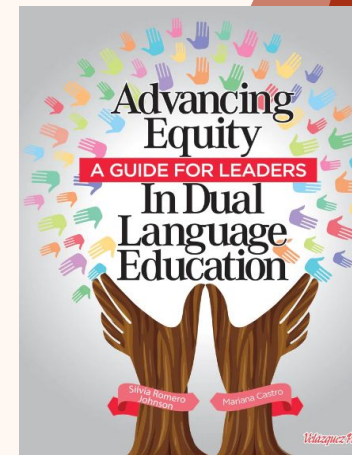
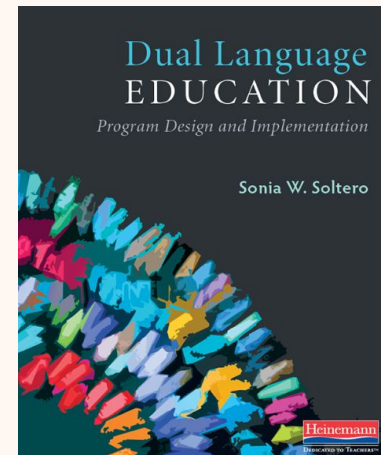
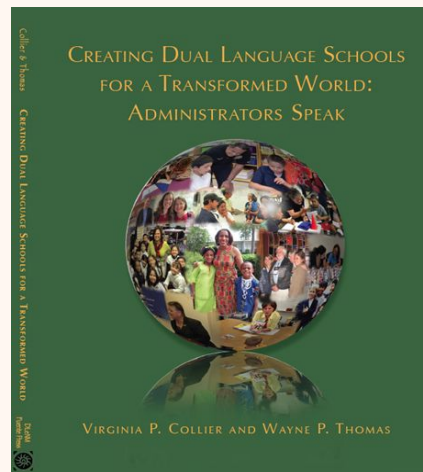
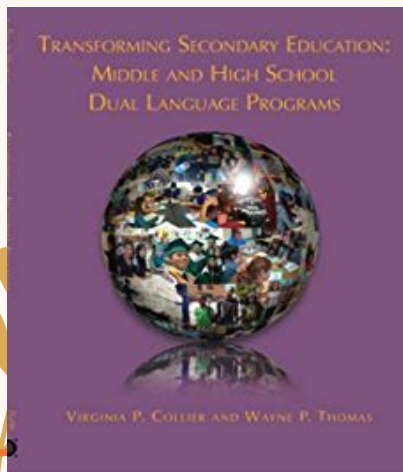
Course	Period - Teacher	Course Number
EXPL HOSP & TOUR	01 01 - S1 - R16 - Kimberlie R Raudenbush	8850350
CPTR APPL BUS 1 & CP	01 01 - S2 - G22 - Christina Brito Gomes	82002209
M/J COMPRE SCI 1 ADV	02 02 - V62 - Carla I Vela Herrera	2002050S
M/J US HIS ADV & C/P	03 03 - S63 - America Salvat	2100025S
M/J GRADE 6 MATH	04 04 - H64 - Ekaterina Hernandez	1205010
M/J SPANISH SPEAKS B	05 05 - A65 - Maria A Valdes	0709000
M/J LANG ARTS 1, ADV	06 06 - I66 - Amy Nicole Inks	1001020



# Leadership Changes

- Inevitable
- Need Support

# Reflect, Restructure, & Reinvent



# Reflect, Restructure, & Reinvent



SECONDARY IMMERSION WEBINAR

## Designing Teaching Materials to Integrate Content and Language in Secondary Dual Language and Immersion

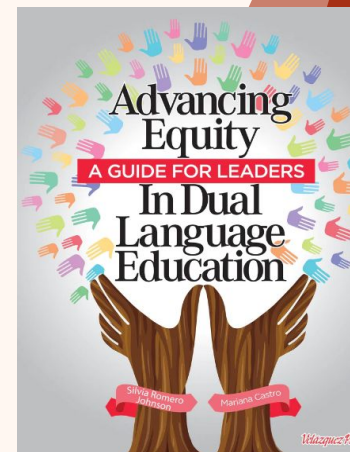
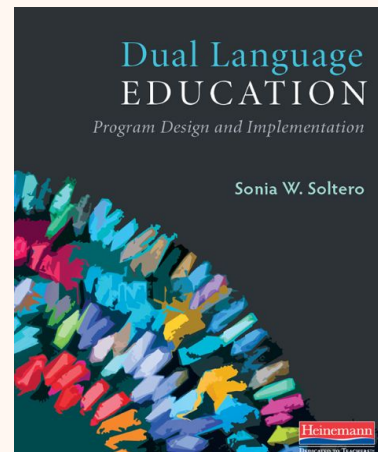
REGISTER NOW!

Thursday, November 9, 2023  
4:00–5:00 p.m. ([Central Time](#))  
[Register for the Zoom link](#)

Explore how teaching materials can serve as a tool for integrating content and language in your secondary DLI classroom. In this practical webinar, CARLA's [Secondary Dual Language Education](#) initiative leader shares research-based strategies for designing materials to support language instruction within a content-focused DLI class.

### Presenter

**Cory Mathieu** is an Assistant Professor in the Professional Program in Education at the University of Wisconsin—Green Bay. She developed and co-teaches the [CARLA Summer Institute](#) Secondary Dual Language and Immersion: Achieving the Promise of Secondary Continuation Programs.



# Reflect, Restructure, & Reinvent

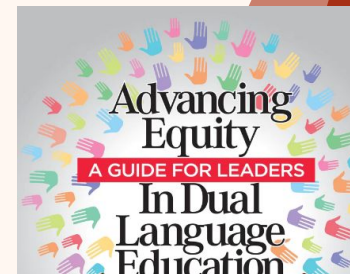
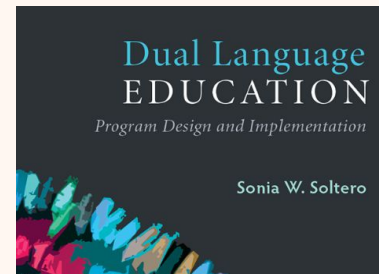


SECONDARY IMMERSION WEBINAR

**Designing Teaching Materials  
to Integrate Content and Language  
in Secondary Dual Language and Immersion**

**REGISTER NOW!**

Thursday, November 9, 2023  
4:00–5:00 p.m. (Central Time)



53<sup>rd</sup> Annual Int'l Conference



**March 26–30, 2024**  
Hilton New Orleans Riverside  
[conf.reg.nabe@gmail.com](mailto:conf.reg.nabe@gmail.com)



# Reflect, Restructure, & Reinvent



UNIVERSITY OF MINNESOTA

## CARLA News

for Dual Language Immersion Education

SPECIAL ANNOUNCEMENT FROM THE

SECONDARY IMMERSION WEBINAR

Designing Teaching Materials  
to Integrate Content and Language  
in Secondary Dual Language and Immersion

Thursday, November 9, 2023  
4:00–5:00 p.m. (Central Time)



cabe

CALIFORNIA ASSOCIATION FOR BILINGUAL EDUCATION

School Year  
2023 - 2024

PROFESSIONAL LEARNING FOR PARENTS AND PARAEDUCATORS  
OF PRE-K TO 12TH GRADE ENGLISH & MULTILINGUAL LEARNERS



## PARENT AND PARAEDUCATOR REGIONAL CONFERENCE

REGISTRATION NOW OPEN FOR ATTENDEES AND EXHIBITORS

### SACRAMENTO

Doubletree By Hilton Sacramento  
Friday, December 8, 2023

### RIVERSIDE

Riverside Convention Center  
Tuesday, April 16, 2024

### MONTEREY

Monterey Marriott  
Tuesday, May 7, 2024

[www.gocabe.org/caberegional\\_2023-2024](http://www.gocabe.org/caberegional_2023-2024)



# Reflect, Restructure, & Reinvent



UNIVERSITY OF MINNESOTA



CALIFORNIA ASSOCIATION FOR BILINGUAL EDUCATION

School Year  
2023 - 2024

CARLA News

PROFESSIONAL LEARNING FOR PARENTS AND PARAEducATORS

ATDLE PRESENTS



## 2024 TWBI CONFERENCE


32ND ANNUAL TWO-WAY BILINGUAL IMMERSION CONFERENCE

June 24-26 | Riverside, CA



Monterey Marriott  
Tuesday, May 7, 2024

[www.gocabe.org/caberegional\\_2023-2024](http://www.gocabe.org/caberegional_2023-2024)

The background is a light cream color decorated with autumn-themed elements. In the top left, there are clusters of leaves in shades of brown, tan, and olive green. In the top right, a string of colorful triangular bunting flags hangs across the frame. The bottom left features a large, stylized orange pumpkin with a green stem and leaves. Scattered throughout the background are various leaves, small hearts, and a large, abstract shape on the right side that resembles a tree trunk or a large leaf in shades of brown and red.

Q & A

# Thank You

The background features a large, light beige curved shape on the left side. Scattered around are several stylized autumn leaves in shades of gold and brown, and acorns with red caps and gold bodies. A large, light beige circle is positioned on the right side, containing contact information.

**Sonia Birch**

Dual Language Program Planner  
[sonia.birch@palmbeachschools.org](mailto:sonia.birch@palmbeachschools.org)

**Natalie Campillo**

Dual Language Instructional Specialist  
[natalie.campillo@pambeachschools.org](mailto:natalie.campillo@pambeachschools.org)