

## WA State DL Initiative Q&A

1. How did you hire teachers for Mandarin, Russian, Vietnamese, Japanese; Somali;—"rare" languages for most of us here? This has been challenging, but we have been working with a few universities in the state who are preparing bilingual teachers including the UW and WWU. Some went through STARTALK programs for less common languages and some have gone through alternative routes programs, particularly if they had teaching experience in another country.

2. What kind of certification/course work do teachers have to have? How are administrators trained (if they are monolingual)?

In dual language, they have to have a K-8 endorsement or a content endorsement in the area they are teaching in. We do not currently require a bilingual endorsement in dual programs but districts can determine their language requirements, which vary. We are hoping to implement a bilingual endorsement requirement after we (hopefully) have a bilingual stipend in place.

Preparation for DL administrators really varies across our state. This is one of the reasons for the "crosswalk" document to help develop criteria for DL principals.

3. How did you make sure that you did not lose high-quality monolingual teachers?—How are they included/retained/utilized in this model?

In many of the 50:50 model programs, there is one target language teacher and one English teacher. As the programs grow, they displace only 1 or 2 teachers per year, which can usually be absorbed by natural attrition. Because of this, there is always a need for strong monolingual teachers on the English side. Many of those teachers also earn their ELL endorsement so they can provide strong language instruction in English as well.

4. Beyond elementary, how do you hire teachers in H.S. when content is very abstract/complex. How is quality ensured?

Secondary teachers must have an endorsement in the content area in which they teach (particularly in high school). We still have very few high school programs as most of the programs in WA are still growing. However, in my experience in Highline, we had to search high and low for secondary teachers who had the language skills needed. We have been working with some of the universities to develop similar teacher preparation programs for secondary certification for bilingual teachers. This will likely launch in the next couple years.

5. What languages did you focus on? How was the decision made?

Languages are chosen at the local level, based on the languages spoken in the community and the interests of the community. Many programs are in Spanish because it is our largest language group in WA state, but others (Vietnamese, Mandarin, etc.) have been chosen locally. One of the Mandarin programs in Seattle was selected by the community despite the fact that most families there speak Cantonese. The families wanted their children to also have Mandarin skills which are highly valued in China and for global economic jobs. They were already sending their children to Saturday classes to learn Mandarin before the program began.

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6. How have you dealt with the complications of getting aligned curricula in each language? Particularly in languages beyond Spanish?

State grant funds have helped support districts to develop curricula and purchase books in less commonly taught languages, including Vietnamese, Mandarin, and Somali, as well as local tribal languages. Partnering with other programs across the country that are engaged in similar work with these less commonly taught languages. For example, Highline works with Portland and districts in CA and TX (7 in total) to work together on Vietnamese curriculum development, with the National Resource Center for Asian Languages (NRCAL, housed at Cal State Fullerton).

7. Are there specific laws and regulations that WA has passed recently and/or already has in the books that reinforce DL and bilingual education?

Yes!

2017 Early Learning and K-12 Dual Language Law ([1445 S.S.L. c 236](#))

Seal of Biliteracy ([RCW 28A.300.575](#))