Dual Language Education Theory of Change Logic Model

UCONN — NEAG SCHOOL OF EDUCATION | Dual Language Education of New Mexico | Abt

INPUTS

Commitments to:
- Shared leadership across all stakeholder groups
- Equal status of both languages
- Multiculturalism & linguistic diversity
- Social justice

Programmatic supports:
- Strategic plan
- Program model selection
- Language allocation plan
- Responsive infrastructure for positive relationships with families & community'
- Coordination of student support services in both program languages

Curriculum instruction:
- Vertical horizontal/ curriculum alignment in both languages
- Scope and sequence of curriculum in both languages
- Selection of cultural & linguistically appropriate assessment measures

PRECURSORS

Founders of a DLE program establish the vision and goals to create an equitable, linguistically and culturally sustaining program focused on academic achievement, bilingualism and biliteracy, and sociocultural competence

- Recruit highly qualified administrators, teachers, and support staff
- Enroll/Assign students with varied language backgrounds based on program model
- Engage families, community members, & organizations as strategic partners

CORE ACTIVITIES AND FACILITATORS

Principal/Administrative Staff
- Professional development on equity and social justice; language acquisition; assessment, curriculum development and pedagogical strategies specific to DL; and advocacy
- DL networking
- Collection, analysis, & reporting of assessment measures in both languages

Teachers/Support Staff
- Providing appropriate supports to students with additional learning needs (e.g., special education, speech-language pathology, MTSS, gifted education)
- Identifying, modifying, or creating curricular materials
- Implementing DL pedagogical strategies

Students

Mission fulfillment through:

Content and literacy instruction in both program languages

continuous focus on:
- academic achievement
- bilingualism and biliteracy
- sociocultural competence

by: CULTURE — Language A, Language B — school • home • community

through a stance that:
- prioritizes equity and social justice
- fosters critical consciousness,
- is anti-racist and culturally and linguistically sustaining

Differentiated activities and instructional materials designed to promote bilingualism and biliteracy, sociocultural competence, and academic achievement in all content areas for students

Families

Community
- Ongoing collaboration regarding features and benefits of DL and advocacy
- School-Home-Community engagement and outreach (learning opportunities), community connections

Ongoing self-study and program improvement

OUTCOMES

Proximal
- Higher expectations shared by administrators, teachers, and staff
- Families' varying strengths, interests, needs, and participation preferences are used for planning
- Shared responsibility for instruction & grouping
- Higher expectations shared by students & families
- Families and community members are active in school life in varied ways

Short-term
- Principal/staff satisfaction
- Increased alignment of school activities with DLE goals and stance
- Increased instruction using DL pedagogical strategies
- Teacher satisfaction
- Language & literacy development in both languages
- Metalinguistic awareness
- Families engaged via home/school connections
- Sense of belonging in school/ community & language equity within school
- Establish partnerships with local organizations

Medium-term
- DL advocacy
- Principal/staff & Teacher retention
- DL advocacy
- Usage of both languages outside of school
- Academic achievement across content areas
- DL advocacy
- Multicultural appreciation & awareness of power dynamics of various groups
- Expanded views of culture and language
- DL advocacy
- Helpful referrals to community agencies
- Partnerships provide on-going support, resources and growth opportunities for school and partners
- DL advocacy

Long-term
- Shared commitment to school-wide vision and goals
- Broad perceptions of culture & language use and benefits of bilingualism
- Students become global citizens through high levels of academic success, bilingualism & biliteracy and sociocultural competence
- Shared commitment to school-wide vision and goals
- Broad perceptions of culture & language use and benefits of bilingualism