



Defining Instructional Programs for Multilingual Education:

Essential Features for an Effective Program Implementation

September 30, 2020 | Santiago Sanchez

Agenda

- Dual Language Programs in DC
 - Background
 - Benefits of Bilingualism
 - DL Program Models and Goals
 - Multilingual Instruction in DC Schools
- Dual Language Program Design Features and Assessments
 - Guiding Principles for DL Program Structure
- Dual Language School Profile

Session Objectives

By the end of this session, participants will:

- Possess in-depth understanding of dual language program definitions, features, and goals;
- Develop a school dual language profile that clearly reflects the instructional model implemented; and
- Identify areas of improvement to strengthen teaching and learning practices across grade-levels where instruction in two languages is provided.

Warm-up Activity

Why our school is implementing a dual language program?

<http://ventanillaeducativa.org/educacion-dual/#/lightbox&slide=1>

- What do you know?

What do you think?

Dual Language Programs in DC

Background

- This presentation was designed to further OSSE's mission to sustain, accelerate, and deepen progress for DC students.
- OSSE's vision for DC to close the achievement gap and ensure people of all ages and backgrounds are prepared to succeed in school and in life can be realized, in part, by a well-implemented dual language program.
- An approach to realize this vision is by:
 - Defining, implementing, and supporting dual language programs offered in DC public and charter schools.
 - Analyzing data on academic content and language development based on standards that students are expected to meet.
 - Providing professional development opportunities for teachers, teacher trainers, school and district instructional leaders.

Benefits of Bilingualism

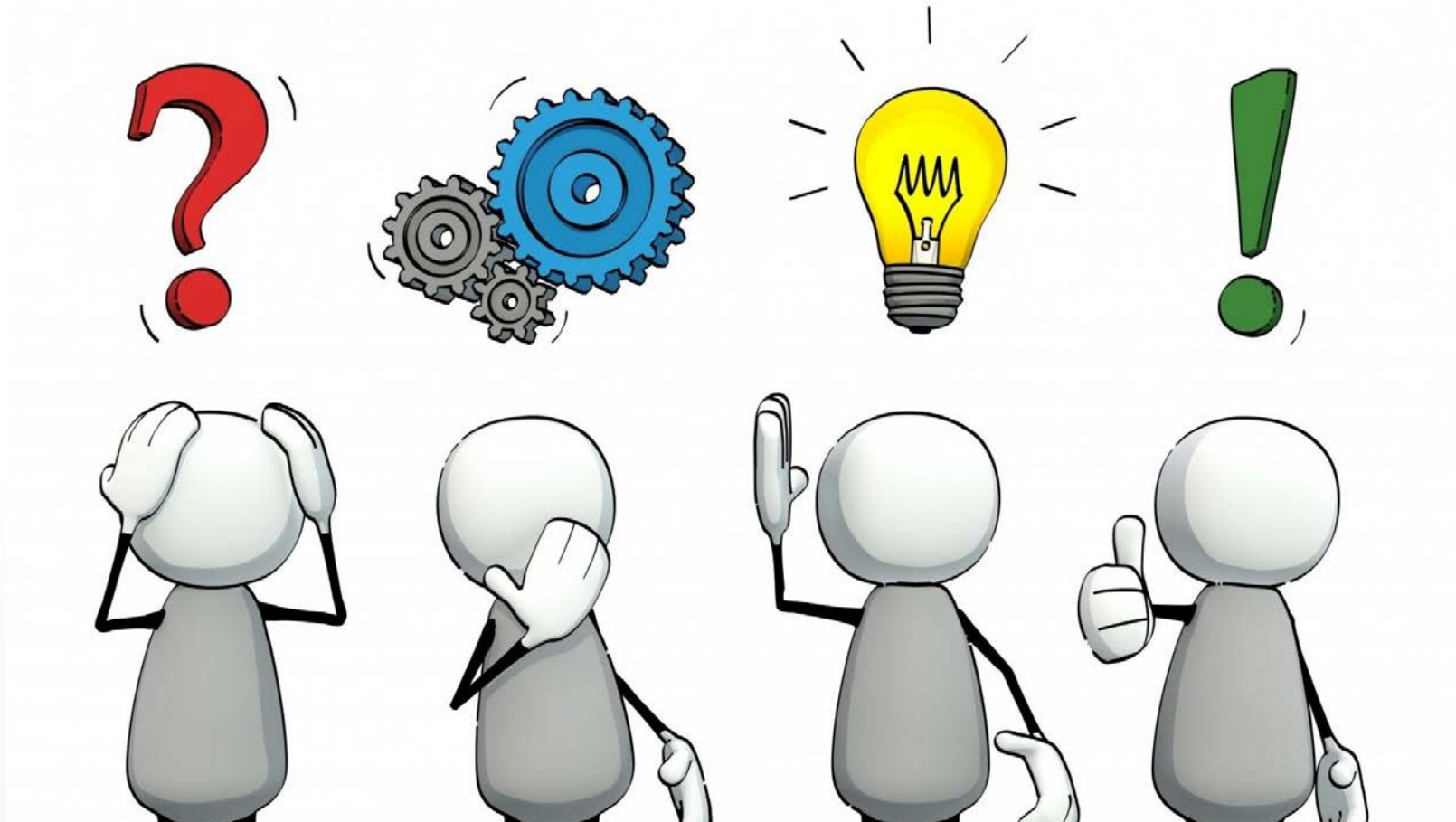
Americans need to be able to learn from and work collaboratively with people from a range of diverse cultures and lifestyles. (Kay, 2010, p. xxii).

Families, business, and policy-makers increasingly place language communication, and cross-cultural skills among the desired outcomes of education.

Bilingualism is associated with a variety of cognitive benefits such as:

- Executive function skills.
- ELs can benefit from dual language instruction, oral proficiency and literacy in a student's first language can facilitate English literacy development (Moughamian, Rivera, & Francis, 2009).
- ELs can develop high levels of academic proficiency in their native language while mastering English as well (Lindholm-Leary & Genesee, 2014)
- Bilingualism was associated with a lower likelihood of dropping out of school among adult children of immigrants (Rumbaut, 2014).

What is the definition of the dual language program implemented at your school?



Dual Language Program

- * Dual language programs are a type of bilingual education in which students are taught literacy and academic content in English and a partner language.

- * A minimum of 50 percent of instruction takes place in the partner language throughout elementary school.

- * Dual language programs can be extended throughout middle and high school continuing instruction in the partner language in language arts and one more content area.

Dual Language Program Models

Dual Language Two-way (DLTW)

Serve both students who are English learners (ELs) and monolingual English speakers integrated in the same learning environment. Promotes student's first language and the acquisition of a second language.

Dual Language One-Way (DLOW)

Students are predominately from the same language background. When a school consists of mostly English learners from the same language background, it promotes home language development, maintenance, and language restoration, in addition to developing English as a second language.

It can also occur when most or all of the students are monolingual English speakers learning the partner language.

Dual Language Principles and Goals

Foundational Principles

- In a dual language program, language is viewed as a strength and assets to be leveraged – not a problem to be fixed. Students participating in a dual language program are emergent bilinguals who are both acquiring two languages and learning *in* two languages.

Program Goals

- For English learners, a dual language program provides an English language instruction educational program, while also developing their proficiency in their home language.
- For all students, the goals are:
 - To become bicultural, bilingual, and biliterate in English and a second language; that is, to develop proficiency in reading, writing, listening, and speaking in two languages as well as cross-cultural communication
 - To meet or exceed grade-level academic content standards and benchmarks in all subject areas, as defined by the Common Core State Standards.

Key Leadership Tasks

- Define the dual language program that is or will be implemented at your school.
- Communicate the vision. Establish a system to communicate the dual language program goals and characteristics with all stakeholders.
- Build a collaborative culture among staff members to share a common mission embracing a multilingual perspective in education.
- Share leadership and encourage instructional leaders to share ideas and best practices.
- Set high expectations for dual language instruction where students' learning across languages, culture, and content are the center of the decision-making process.

How are your leadership actions contributing to dual language initiatives?

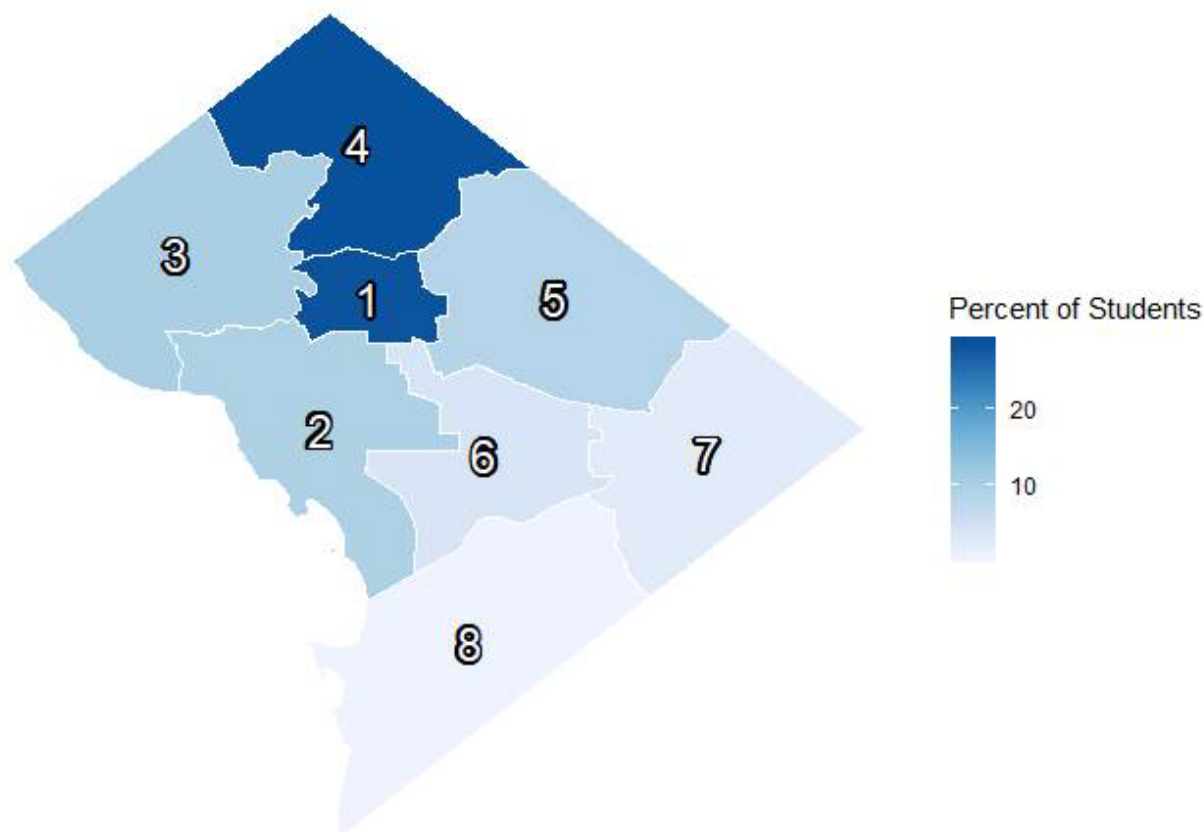
What are the challenges of implementing a dual language program?

While some schools have many English learners, approximately 150 schools have less than 5 percent English learner students.

The number of English learners is increasing in every ward of the city.

DC Ward Breakdown

Percent of Students who are English Learners
in 2018-19



Multilingual Perspective

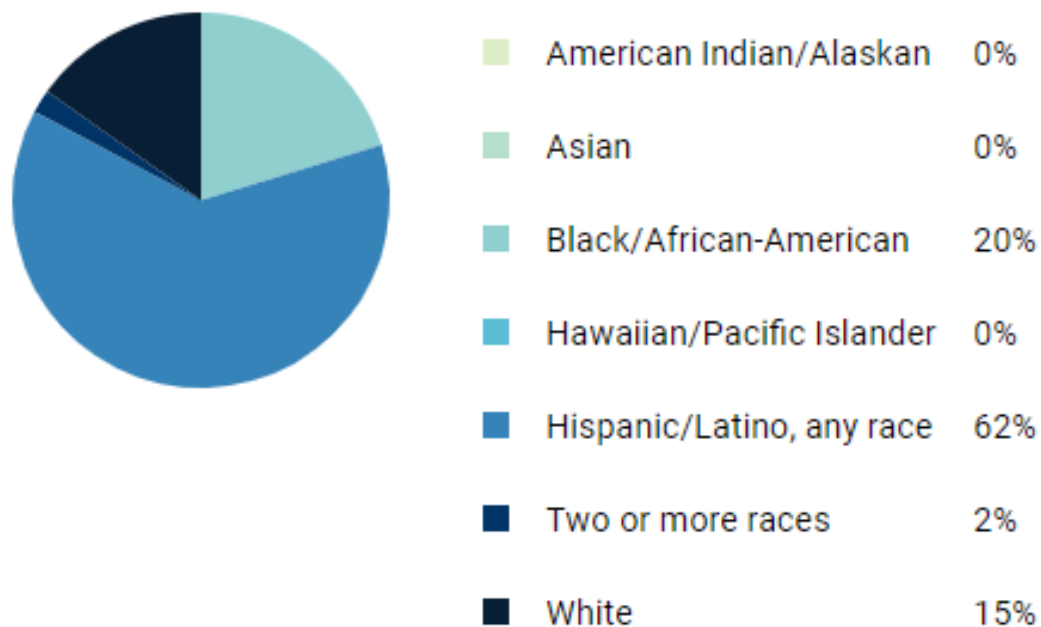
1. Many students are developing bilinguals whose first language is “bilingual”.

- Students who are US-born or have been in US school in grades pre-K 3 through Kindergarten and speak another language than English at home.
- Students who are proficient English speakers and have a cultural and linguistic background in a language other than English.
- Students who are fluent speakers of a language other than English in an English dominant socio-cultural environment.
- Monolingual English speaker students whose parents encourage learning more than one language as a long-term educational outcome.

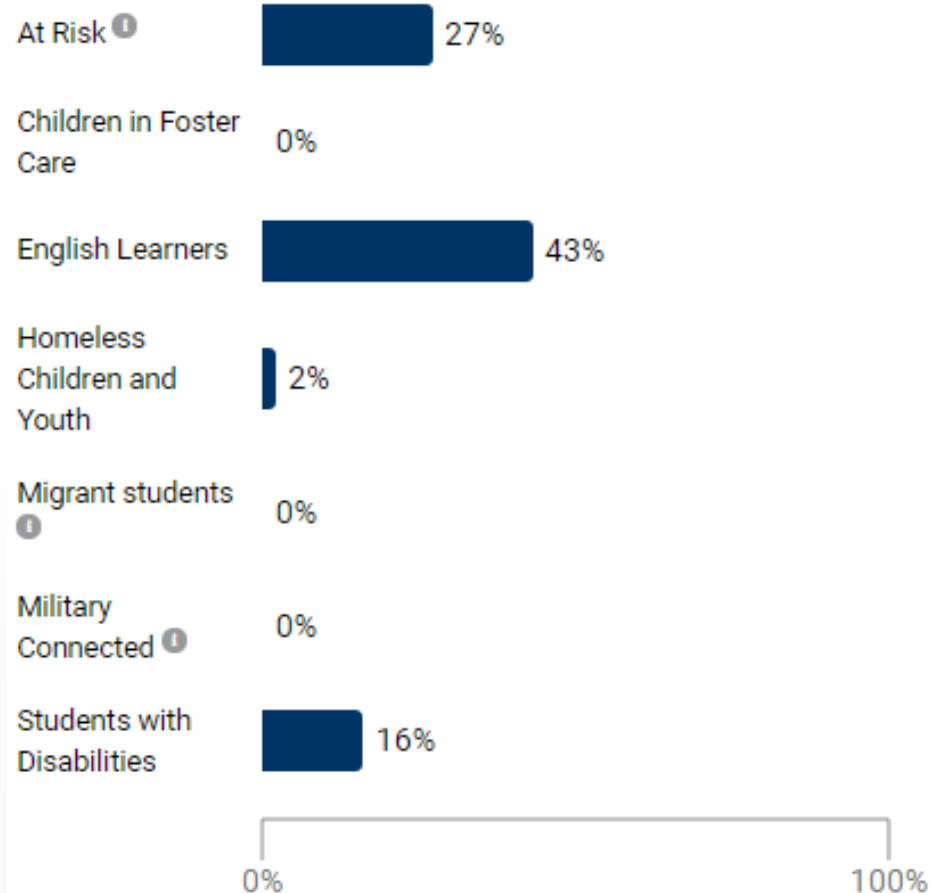
How does it look at your school?

DL School A:

Enrollment by Race/Ethnicity



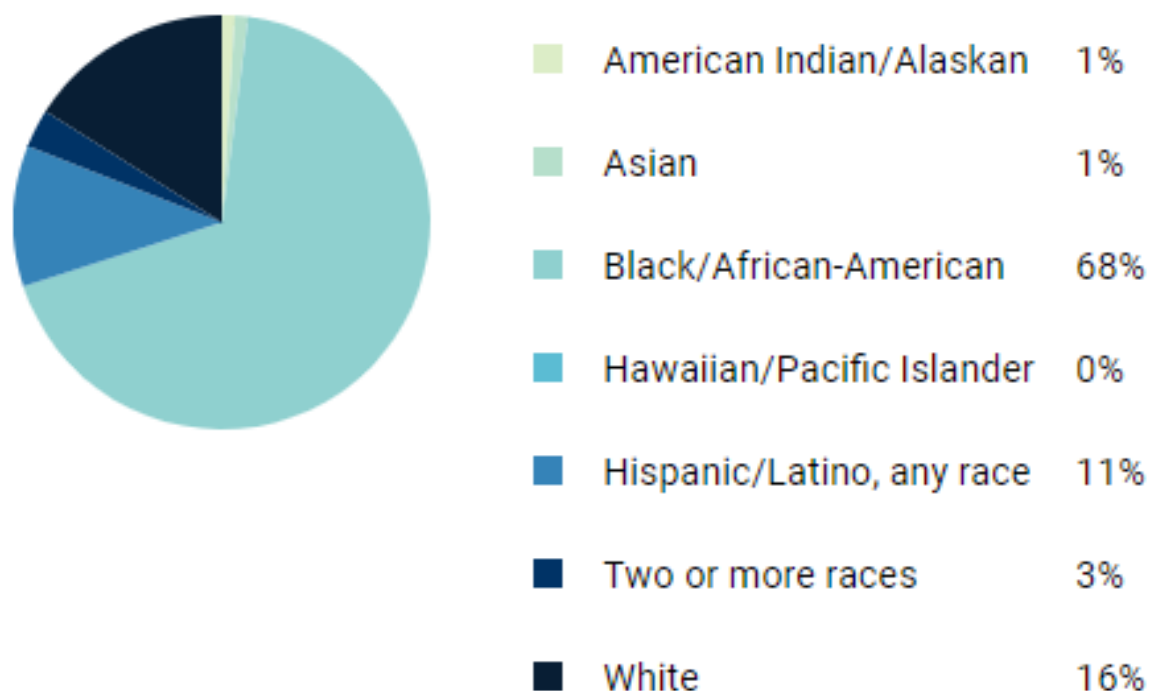
Enrollment by Student Groups



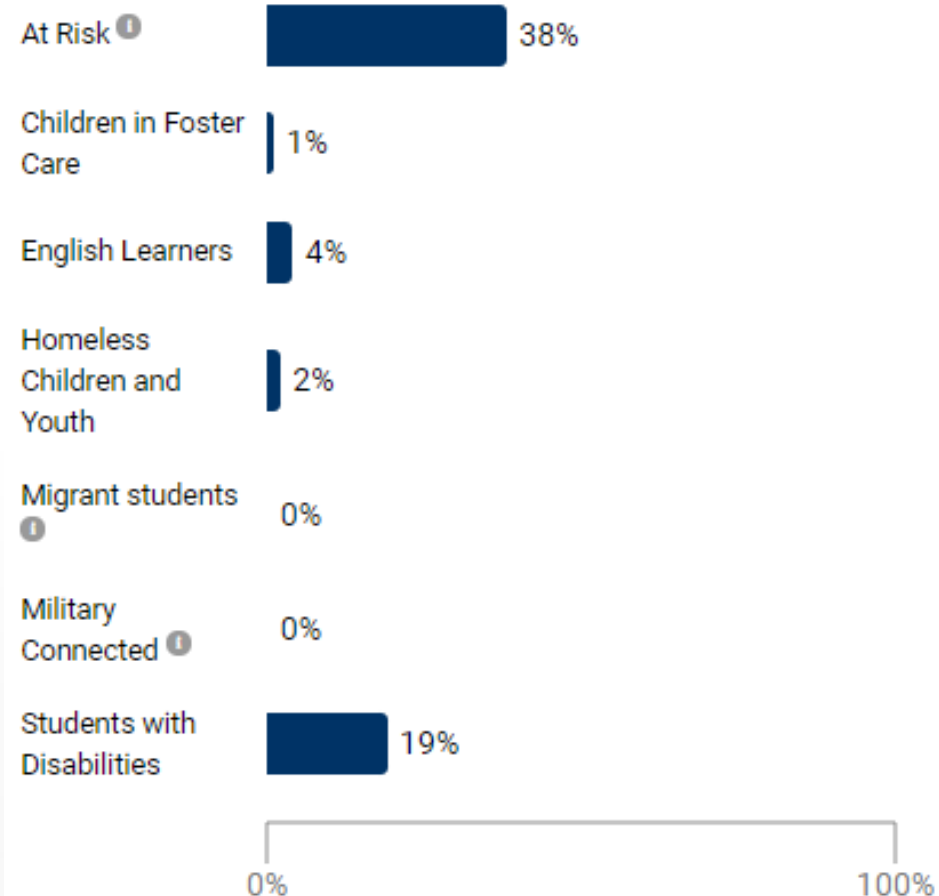
How does it look at your school?

DL School B:

Enrollment by Race/Ethnicity



Enrollment by Student Groups



Characteristics of Multilingual Programs in DC

Number of Multilingual Programs, 2019-2020	Percentage of ELs in DC, 2019-2020	Top Six EL Language Group	More than 80 languages are spoken by DC students.
20 Dual Language 8 Language Immersion Programs	12%	<ul style="list-style-type: none">• Spanish• Amharic• Chinese• French• Korean• Vietnamese	

Multilingual Perspective

2. Dual language programs provide instruction in two languages daily and help students transfer what they know in one language to the other and vice versa.

- Create schedules that reflect a biliteracy trajectory.
- Literacy instruction is provided in two languages.
- Students' performance across languages and content areas.

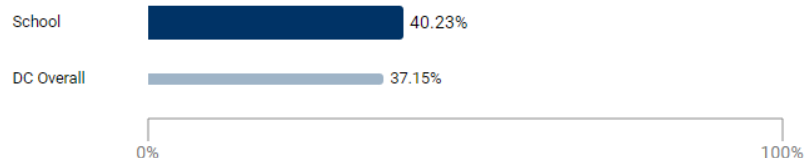
How does it look at your school?

DL School A:

English Language Arts

Student Performance

Meeting or Exceeding Expectations

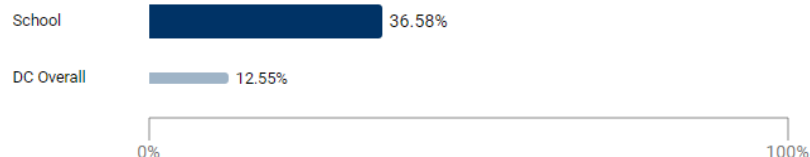


Percentage of students meeting or exceeding expectations on state assessments in ELA (PARCC level 4 or 5 and MSAA level 3 or 4).

Science

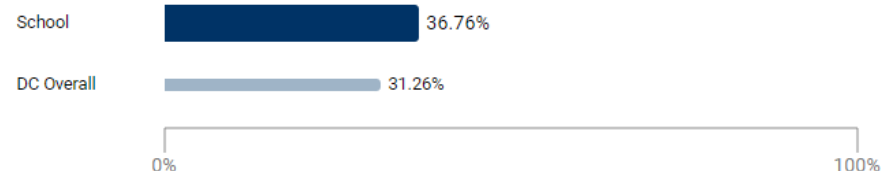
Student Performance

Meeting or Exceeding Expectations



Percentage of students who took the alternate assessment for science who are at the target or advanced on science standards for Science Essential Elements (Performance level 3 or 4).

ACCESS Growth

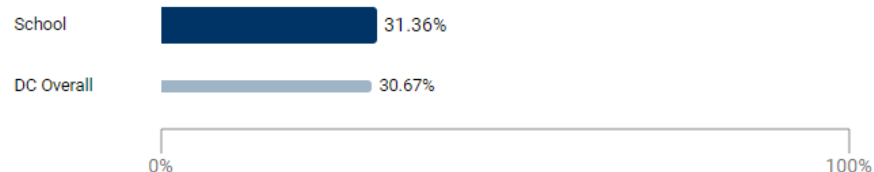


Percentage of English learners making progress in achieving English language proficiency as measured by performance on the ACCESS 2.0 test

Mathematics

Student Performance

Meeting or Exceeding Expectations



Percentage of students meeting or exceeding expectations on state assessments in math (PARCC level 4 or 5 and MSAA level 3 or 4).

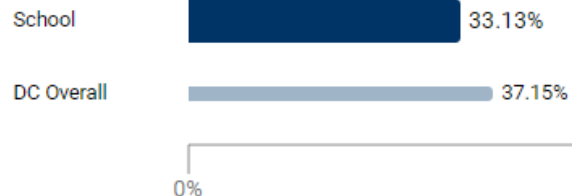
How does it look at your school?

DL School B:

English Language Arts

Student Performance

Meeting or Exceeding Expectations

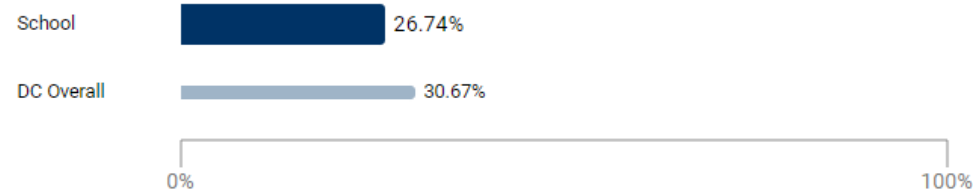


Percentage of students meeting or exceeding expectations on state assessments in ELA (PARCC level 4 or 5 and MSAA level 3 or 4).

Mathematics

Student Performance

Meeting or Exceeding Expectations



Percentage of students meeting or exceeding expectations on state assessments in math (PARCC level 4 or 5 and MSAA level 3 or 4).

Science

Student Performance

Meeting or Exceeding Expectations



Percentage of students who took the alternate assessment for science who are at the target or advanced on science standards for Science Essential Elements (Performance level 3 or 4).

DC Schools Offering Dual Language Instruction

DC Public Schools

Grades	School Name
PK3-Grade 5	Bancroft ES
PK3-Grade 5	Bruce-Monroe ES @ Park View
PK3-Grade 5	Cleveland ES
Grade 6-Grade 12	Columbia Heights Education Campus
PK3-Grade 5	Houston ES
Grade 6-Grade 8	MacFarland MS
PK3-Grade 5	Marie Reed ES
PK3-Grade 8	Oyster-Adams Bilingual School
PK3-Grade 5	Powell ES
Grade 9-Grade 12	Roosevelt HS
PK3-Grade 5	Tyler ES

DC Charter Schools

Grades	School Name
PK3-Grade 5	DC Bilingual PCS
PK3-Grade 5	Elsie Whitlow Stokes Community Freedom PCS – Brookland
PK3-Grade 1	Elsie Whitlow Stokes Community Freedom PCS – East End
PK3-Grade 5	Latin American Montessori Bilingual PCS
PK3-Grade 8	Mary McLeod Bethune Academy PCS
PK3-K	Mary McLeod Bethune Academy PCS- 16 th Street
PK3-Grade 5	Mundo Verde Bilingual PCS
PK3-K	Mundo Verde Bilingual PCS 8 th Street
PK3-Grade 5	Washington Yu Ying PCS



School providing dual language instruction in DC public and charter school as SY 2019-2020.
The DC School Report Card is available at <https://dcschoolreportcard.org/>

Schools with Other Programmatic Choices

- DC public and charter schools also offer multilingual education that not necessarily fits under dual language program definition. However, students have also the opportunity to develop language skills in a language other than English. The programmatic choices might include World Language, International Baccalaureate, Language Immersion, etc.

DC Public Schools	
Grade 9-Grade 12	Benjamin Banneker HS
Grade 6-Grade 8	Deal MS
Grade 9-Grade 12	Dunbar HS

DC Charter Schools	
Pk3-Adult	Briya PCS
PK3-Grade 5	SELA PCS
Grade 6-Grade 12	DC International School
PK3-Grade 6	Shining Stars Montessori Academy PCS
Adult	The Next Step El Proximo Paso PCS

Multilingual Perspective

3. Dual language programs develop biliteracy systems: biliteracy curriculum maps, units of learning, and assessments.

- Collaborative lesson planning and instruction.
- Set language and content objectives.
- Plan, develop, and deliver standard-based instruction.
- Differentiated and scaffolded instruction to grade-level content.

How does it look at your school?

DL School A:

CONTENTS

Introduction

Moving Toward Biliteracy by Olivia Ruiz-Figueroa	
Research-Based Features of the Biliteracy Pathway by Sharon Vaughn	

Part 1: Implementation Guide

Walk-Through of a Biliteracy Pathway Unit	
Suggestions for Various Program Models (Sequential, Integrated, 50/50, 60/40, 70/30, 80/20, 90/10)	
Connecting the Biliteracy Pathway with Content-Area Learning	



Part 2: Biliteracy Toolkit

What the Research Says	
Building a Biliteracy Unit	
Developing Academic Vocabulary	
Developing Academic Language	
Total Physical Response (TPR)	
Language Experience Approach (LEA)	
Building Metalinguistic Awareness	
Cognate Analysis (with Reproducible)	
Contrastive Language Analysis	
Working with Bilingual Books	
Reading Routines	
Picture Walk Routine	
Echo Reading Routine	
Choral Reading Routine	
Collaborative Reading	
Leveled Text Lesson Plan: Informational Text	
Leveled Text Lesson Plan: Literary Text	

How does it look at your school?

DL School B:

Foundational Skills Lessons and Activities

Support the teaching of important reading foundations, including the alphabet, phonological awareness, phonics, high-frequency words, and fluency.

Common Core / 21st Century Resources

Teach targeted college- and career-readiness skills emphasized by the Common Core State Standards and state, national, and international curriculum initiatives.

Translated Books

Offer a wealth of content in Spanish, French, and British English — ideal for monolingual, ELL, dual-language, and bilingual programs.

Instructional Support

Support a number of instructional needs, including intervention sessions, summer school, literacy frameworks, project-based learning, and tutoring programs.

Page 1 ◀◀ First page ◀ Previous page Next page ▶ Last page ▶▶ Showing books 1–50 of 50							
+/-	Title (↓)	Author	Pages	Audio	Grades	ATOS	Lexile
+	¡Feliz cumpleaños, Caperucita Roja!	Ada, Alma Flor; Campoy, F. Isabel	32	9m 2s	K–2	—	—
+	¡Juguemos al fútbol y al football!	Lainez, René Colato	32	4m 50s	K–2	—	370L
+	¿Pavo para la Cena de Gracias? ¡No, gracias!	Ada, Alma Flor	24	17m 18s	K–2	—	—
+	¿Quién nacerá aquí?	Ada, Alma Flor	24	4m 20s	K–2	—	—

Policy Context

Title VI of the 1964 Civil Right Act

- Discrimination is prohibited on the basis of race, color, or national origin in any federally funded program.

Castañeda v. Pickard, 1981

- Education programs for ELs have to be informed by educational theory, to be implemented adequately according to that theory, and to produce results for students in a reasonable time that show that the intent is being achieved.

Every Student Succeeds Act 2015

- Requires states and districts to ensure that all students, including children with disabilities, English learners, and other historically underserved groups, graduate high school ready for college or a career.
- The law maintains the requirement that states administer to all students annual statewide assessments in reading/language arts and mathematics in grades 3-8 and once in high schools, once in each grade span in science, and annual language proficiency assessments in grades K-12 for all English learners.

Lau v. Nichols, 1974

- School districts are obligated to take affirmative steps to help ELs learn English and benefit from educational offerings.
- Ensure that ELs gain the skills needed to participate fully in instructional programs.
- States and school districts are required to provide EL students with appropriate services to overcome language barriers (Equal Educational Opportunities Act of 1974).

ESEA – the No Child Left Behind Act 2001

- Moved provision concerning ELs to Title III and increase the focus on promoting English acquisition and helping ELs meet challenging content standards.
- States receive funds through a formula-based funding approach based on numbers of EL students.
- Dual language programs must comply with Title I ESEA requirements, and if the school district is a Title III grantee, with the Title III requirements as well.

Dual Language Program Design Features and Assessments

Non-Negotiables for Dual Language Programs

- Dual language programs need a clear commitment to a vision and goals focused on bilingualism, biliteracy, and sociocultural competence.
- Dual language programs are grounded in sound theory and best practices associated with an enriched instructional model.
- High quality instruction must be provided with guidance and support from educational leaders.

Dual Language Program Structure

Retrieved from Guiding Principles for Dual Language Education – Third Edition, CAL.

- Principle 1
 - All aspects of the program work together to achieve the three-core goals of dual language education:
 - Grade-level academic achievement,
 - Bilingualism and biliteracy, and
 - Sociocultural competence.

Features Designed to Support Student Learning

Dual language programs:

Vary in structure and implementation but share three common goals for students:

1. To develop bilingualism and biliteracy, based on high levels of proficiency in two languages.
2. To achieve academically at grade level or higher.
3. To develop an understanding and appreciation of multiple cultures.

Vary in how they divide instructional time between English and the partner language:

90:10 model of language allocation.

- Begins by providing kindergarteners with instruction in the partner language for 90 percent of the school day and in English for 10 percent of the school day.
- During each successive school year, the proportion of instruction in the partner language decreases by 10 percent, until the instructional day evenly split between English and the partner language.

Vary in how they divide instructional time between English and the partner language:

50:50 model of language allocation.

- 50 percent of instruction takes place in English and 50 percent takes place in the partner language.
- Language of Instruction divided by content area.
- Middle and High School dual language programs deliver language arts and one more content area instruction in a language other than English.

May balance languages by dividing instructional time based on content area, class period, instructor, day, week, unit, or semester.

Features Designed to Support Student Learning

Dual language education is a full instructional program for participating students covering the core curriculum.

Language is taught through content. Instruction does not focus explicitly on language forms; content instruction is structured to simultaneously develop language skills.

Students need to receive supplementary ESL instruction for ELs.

Instruction needs to be designed to make the content comprehensible to students, and help them expand their second language skills including but not limited to:

- Visually presenting materials,
- Checking regularly for comprehension,
- Integrating language objectives into content lessons, and
- Scaffolding both language and content.

Content and Language Allocation

- Dual language programs implemented in DC public and charter schools follow either 50:50 model or 90:20 model for language allocation.
- In practice students experience many points between language of instruction, often as a result of practical considerations such as availability of professionals delivering instruction in the partner language, instructional materials or assessments concerns.
- A non-negotiable for an effective dual language program is that at least 50 percent of instruction throughout elementary school needs to be delivered in the partner language in order to promote bilingualism and biliteracy (Lindholm-Leary, 2007).
- Secondary schools offer students who come to them from elementary program opportunities to take a core content area course in the partner language, along with a expressly designed language arts course.

Dual Language Program Structure

Retrieved from Guiding Principles for Dual Language Education – Third Edition, CAL.

- Principle 2
 - The program ensures equity for all groups.

The Status of English and The Partner Language

There is substantial evidence that native English speakers enrolled in dual language programs attain high proficiency in English with no significant differences when compared with English speakers in other programs.

Consistent with research, English learners enrolled in dual language programs become proficient in English at higher rates by middle or high school. This effects are stronger for English learners whose native language matches the partner language of instruction.

Language proficiency in the partner language is not required by law to receive Title III funds. However, best practices encourage tracking language proficiency in both languages of instruction.

Due to differences in the status of English and the partner language, more attention may be paid to English-speaker needs during the partner language instruction, resulting in less challenging partner language demands for ELs.

The status difference can affect peer interactions, which will then tent to be in English, providing ELs with less opportunity to develop partner language skills.

Without explicit attention to language status and program fidelity, the benefits of dual language instruction may not be as strong for ELs as for English speakers.

Student Eligibility for and Placement Into Dual Language Programs

Monolingual English speaker and English learner students are eligible to apply and enroll into dual language programs.

A home language survey is administered when students first enroll in order to collect information about the use of a language other than English in their homes.

- If the survey indicates that a student has a home language background in a language other than English, the LEA is required to use a screening test for EL identification. The state-approved screeners are:
 - Pre-IPT Oral English for grades PreK3 and PreK4.
 - WIDA ACCES Placement Test (K W-APT) for Kindergarten.
 - WIDA Measure of Developing English Language (MODEL) for Kindergarten.
 - WIDA Screener for grades 1-12.

In dual language programs, ELs remain in the program even after they are reclassified as English proficient.

Students who exit EL status are not longer required under federal law to participate in the state's annual ELP assessment (ACCESS).

Dual Language Program Structure

Retrieved from Guiding Principles for Dual Language Education – Third Edition, CAL.

- Principle 3
 - The program has strong, effective, and knowledgeable leadership.

OSSE provides support and professional development associated with dual language programs.

Local Educational Agencies (LEAs) and school stakeholders make their own program design decisions.

Dual Language Supports for DC Schools

The OSSE's Multilingual office provides information and guidance about program components to help inform local decision making.

In the school year 2019-2020, four (4) different partner languages were reported for dual language programs:

- Spanish
- French
- Hebrew
- Chinese

Required System Supports for Dual Language Educational Leaders

- Educational leaders and educators working in a dual language program need:
 - Opportunities to engage in professional development and workshops to improve teaching skills.
 - Specialized professional development in English and in the partner language to ensure best practices and quality of instruction in two languages.
 - Active participation in Professional Learning Communities (PLC) where instructional and leadership skills can be acquired and practiced.
 - Knowledge about how to effectively select and use instructional resources available while designing biliterate units of learning.
 - Space to exchange best practices, instructional strategies and teaching experiences.
 - Collect quantitative and qualitative data in both languages of instruction to make informed decision about dual language programs and instruction.

Dual Language Program Structure

Retrieved from Guiding Principles for Dual Language Education – Third Edition, CAL.

- Principle 4
 - An effective process is in place for continual program planning, implementation, and evaluation.

Program Duration

- Guided by research on the length of time needed to develop language proficiency suitable for grade-level achievement, dual language programs are expected to enroll students and provide content-based instruction through the partner language for a minimum of six years.
- Students are enrolled when they enter in Kindergarten or Grade 1, and most schools have policies that determine which students can join the programs after this time.
- To promote bilingualism and biliteracy, program planners should pay attention to the articulation of language development objectives across grades and education levels.
- The vertical articulation specifies learning goals for each grade level, so that language development in the second language is cumulative for all students. This is especially important when students move from elementary to secondary levels.

Standards, Assessments, and Program Evaluation Practices

- Title III of the Elementary and Secondary Education Act (ESEA) requires that states adopt English Language Proficiency (LEP) standards and assessments. DC adopted WIDA standards and ACCESS assessments to demonstrate English language proficiency.
- DC also require standard-based dual language instruction in alignment with the Common Core State Standards and Next Generation Science Standards
- Dual language programs use the same academic content standards as other instructional programs and must measure student achievement related to those standards in annual content assessments (e.g. PARCC).

ACCESS Growth

- Progress in learning English for ELs participating in a dual language program is required to hold Title III-funded LEAs accountable for achieving growth targets.
- The ACCESS Growth metric is a measure of what percentage of students met their growth target.
- The growth target (target scale scores) is set based on their baseline ACCESS proficiency level and their baseline grade at testing.
- A complete PD session about the ACCESS Growth Target and How to Use it can be found at: <https://osse.dc.gov/multimedia/access-growth-target-and-how-use-it>

ACCESS Growth

Baseline ACCESS Proficiency Level	Number of Years Remaining to Proficiency Level 5
Level 1 – Entering	5
Level 2 – Emerging	4
Level 3 – Developing	3
Level 4 – Expanding	2

- Data notes:
 - Students whose expected grade in the year of expected proficiency is beyond grade 12 will have a target associated with proficiency in grade 12.
 - Students who do not reach proficiency by their target year will count as making insufficient growth until they reach a 5.0 or higher.
 - A score of 5.0 always means the student counts as meeting the growth.
 - ACCESS Composite Overall = 15% speaking + 15% listening + 35% reading + 35% writing

Dual Language School Profile

A Continuous Improvement Plan

- Dual language programs are constantly evolving to satisfy the school-community needs.
- Dual language features can be updated and/or adapted as long as program goals are at the core.
- Having a school profile can facilitate a clear snapshot of the dual language program that is or will be implemented at the school.
- It is highly recommended to create a school-based dual language leadership team to plan, monitor, evaluate, and make recommendations regarding dual language program and instruction.

Planning a Sustainable Dual Language Program

Knowing community's level of interest.

Student population characteristics.

Considerations to effectively implement a dual language program

The availability of staff to deliver instruction in the partner language.

The instructional resources available to plan and deliver instruction in two languages.

Planning a Sustainable Dual Language Program

The choice between implementing whole-school and strand dual language programs is often a practical one.

Programs often start as strand programs at a neighborhood school, depending on the number of ELs from the same language background.

Depending on the years of operation and demand, schools often expand the number of dual language classes and eventually reach whole-school status.

Call to Action – A Multilingual School Culture

Set a vision for success

- Every child has the potential to become bilingual and biliterate.
- Create the dual language school profile and communicate it with all stakeholders.
- Ensure that all school staff understand and have current information about dual language best practices and pedagogy.

Create a multilingual school environment

- Have both languages of instruction represented in academics, announcements, bulletins, flyers, and all school's communications.
- Elevate language status during assemblies, online meetings, open house, and other school events.
- Post dual language program goals, expectations, and practices in the school's website.

Call to Action – A Multilingual School Culture

Provide opportunities for safe and friendly cultural and linguistic exchanges.

- Encourage parent engagement in extracurricular activities.
- Highlight linguistically diverse activities such as parent read aloud in multiple languages, music, art, food, and other activities where parents can have an active participation.
- Explore partnership opportunities with community organizations.

Reflect on the effectiveness and areas of growth for dual language education.

- Promote professional collaboration among school staff to improve academic outcomes for all students.
- Schedule sessions for checking-in and reflect on instructional practices and school events
- Share leadership and create a school-based dual language team.
- Use and/or create tools to assess the program implemented at your school.

Post-session survey and professional learning units (PLU) certificate

Participants in this training session (or series) will receive **XX** OSSE PLUs, contingent upon:

- 1) Full attendance/participation in the training session (or series)
- 2) Completion of post-training survey **within 30 days** of the training date

Once the OSSE presenter submits attendance in the registration system, participants will receive an **automatic email** from QuickBase containing the **survey link**. See sample email below.

Educator Self-Care and Social Emotional Learning Competencies Survey



osse.tta @ dc.gov (via Quick Base) <notify@quickbase.com>
To Thacker-Bartlett, Annette (OSSE)

The survey link will come from the TAL PD Team
OSSE.TTA@dc.gov via **notify@quickbase.com**. **Please ensure this email does not go to your spam/junk folder.**

OSSE's Division of Teaching and Learning thanks you for attending the Educator Self-Care and Social Emotional Learning Competencies on 06-15-2020 led by kristian.lenderman@dc.gov.

Please click the link to complete the training survey: [Add Response](#)

The survey is required if you would like to receive an OSSE Professional Learning Units (PLUs) certificate. Please note: Attendance for entire training event is also required for PLUs.

To view other upcoming training opportunities, please visit [OSSE Training Registration](#)

Click on "Add Response" to access the survey link.

NOTE: One business after completing the survey, the participant should receive a digital PLU certificate embedded in an email from the QuickBase system via **OSSE.TTA@dc.gov**. **Please save this email certificate for your records as proof of earning OSSE PLUs.**



Q & A

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DIVISION OF TEACHING & LEARNING

WEBSITE:

<https://osse.dc.gov/service/k-12-teaching-and-learning-resources>

UPCOMING PD TRAININGS:

<https://osse.dc.gov/events>

SUBSCRIBE TO TAL PD BULLETIN:

<http://eepurl.com/gBFkKw>

OSSE SOCIAL MEDIA



facebook.com/ossedc



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youtube.com/DCEducation



www.osse.dc.gov

References

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