

On January 26, 2016, Austin Independent School District (AISD) district staff met with 23 elementary school lead teachers in the dual language (DL) program to obtain their opinions and recommendations about the program. A second opportunity to meet with 27 DL teachers occurred on February 11, 2016. The discussion format consisted of small groups of teachers, one of whom was a note taker, and groups responded to three questions about the district's DL program. Teachers' responses were noted, and the most common response themes were summarized in this report. This information is being used by the district's newly formed bilingual innovation design team to make recommendations for improving the implementation of the DL program in the 2016—2017 and 2017—2018 school years.

The question of whether dual language works for all students was presented only at the January 2016 meeting. Not all teachers agreed that the program in its current form worked for all students, although most agreed that some program components were aligned with principles of good instruction for all students. The following conditions were mentioned by some teachers as essential for the program's success: adequate student enrollment [both English language learners (ELLs) and non-ELLs]; adequate staffing (to avoid mixed classrooms); adequate supply of materials in both languages; consistent program implementation across schools, with some flexibility; DL program commitment from kindergarten through grade 12; campus administrators knowledgeable of DL; support from district departments, school staff, and parents; highly qualified bilingual teachers; and students with grade-level abilities in their native language (L1).

Teachers mentioned the following as chal

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Teachers at both the January and February meetings were asked which DL model components they believed should be required, and which should be optional. Some teachers indicated that all components should be required, but the schools should be given flexibility within those options with respect to how they are operationalized and used.

When asked to suggest required DL components, teachers mentioned the following:

- Ensure there are adequate curriculum resources in Spanish for every grade level at which DL is implemented.
- AISD departments should be aligned to support DL. This includes academic curriculum departments, bilingual department, associate superintendents, and human resources.
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