

Two-Way Immersion: Implementation and Outcome Evaluation

Recommendation 1: Implement Assessments that Measure Spanish Language Proficiency.

Opinion	Responsive Action Plan (Provide Narrative Response)	Status of Responsive Action	Estimated Date of Full Implementation of Responsive Action
Concur	A contract review form currently is underway as part of a request for proposal process for a Spanish Language Proficiency Assessment. Once vendors submit, a review committee will decide, and the plan is to assess Grades 3 and 5. Funded by Title III.	Partially Implemented	5/16/2025 Budget Pending

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Recommendation 2: Implement Literacy Assessments in Spanish for Grades 3-5.

Opinion	Responsive Action Plan (Provide Narrative Response)	Status of Responsive Action	Estimated Date of Full Implementation of Responsive Action
Concur	<p>From 2020 to 2022, the Department of English Learners and Multilingual Education (DELME) purchased iStation for English and Spanish literacy assessments. Despite support for schools and professional development, schools did not consistently implement the assessment, and DELME could no longer justify using Title III funds to purchase it.</p> <p>The team currently is engaging in professional learning with Literacy Squared to analyze the current MCPS English and Spanish literacy to develop a biliteracy trajectory.</p> <p>Through national professional learning, the team has researched what other dual language immersion schools use for their Literacy assessments. Assessments used include MAP-R Spanish, Amplify Lectura, and Istation Lectura.</p> <p>As this is a recommendation from the evaluation and since MCPS students already take MAP-R in English, we will start implementing MAP-R Spanish to monitor Spanish literacy. This also will help us complete the work on identifying the biliteracy trajectory for MCPS.</p>	Partially Implemented	8/25/2025

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Recommendation 3: Provide Needed Resources to School Staff, Particularly for the Biliteracy Unit Framework.

Opinion	Responsive Action Plan (Provide Narrative Response)	Status of Responsive Action	Estimated Date of Full Implementation of Responsive Action
Concur	<p>DELME has purchased and approved multiple texts to support the content and literacy instruction for the Biliteracy Unit Framework (BUF).</p> <p>There are processes within the MCPS book approvals that slow down the ability to provide schools with materials quickly.</p> <p>DELME will continue to utilize Title III and TWI Accelerator funds to purchase texts and resources recommended within the BUF.</p> <p>Upon receiving the titles and materials, DELME will continue to move books through the approval process and work with the library media to accelerate the book approval process on their end.</p> <p>TWI schools will use central office provided TWI funds to purchase additional copies of instructional materials.</p>	Partially Implemented	9/30/2025

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Recommendation 4: Provide Additional Targeted Professional Learning for Classroom Teachers.

Opinion	Responsive Action Plan (Provide Narrative Response)	Status of Responsive Action	Estimated Date of Full Implementation of Responsive Action
Concur	<p>Multiple training sessions have been offered during both the summer and the school year. Teacher and staff attendance are not equally represented across schools or grade levels.</p> <p>Professional learning feedback and evaluation results from ongoing professional learning sessions do not represent the sentiments expressed in the evaluation report.</p> <p>There is a disconnect between the learning being provided to the dual language coaches, reading specialists, and math specialists. A proposal to shift the supervision of coaches to the central office will be made.</p> <p>Proposed Professional Learning for the remainder of the 2024–2025 school year:</p> <p>Dual Language Coach, Math Leader, and Reading Specialist Professional Learning Communities March 2025 and April 2025</p> <p>Developing Oracy with Tracy Grimalt, March 2025 for K–5 teachers</p> <p>Center for Teaching in-person Professional Learning, March 2025, for school and district leaders</p>	Partially Implemented	<p>Ongoing</p> <p>Follow-up school support through the 2025–2026 school year will be provided by the cross-functional team and DELME team.</p>

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	<p>Acentos Workshop with Kim Kennedy, April 2025, for Spanish teachers</p> <p>HMH Coachly is available to all schools.</p> <p>Proposed Professional learning for the 2025–2026 School Year:</p> <p>Summer 2025 will offer four professional learning sessions for TWI classroom teachers (Budget pending).</p> <ol style="list-style-type: none">1. Biliteracy Strategies for TWI teachers – offered to English and Spanish classroom teachers Outcome: English and Spanish facilitators in TWI schools will integrate and apply multilingual strategies that bridge and support the biliterate development of emergent multilingual students. Teachers will implement cross-linguistic strategies that amplify and support transfer of language skills acquired in content/literacy instruction. Follow-up: Ongoing professional development (PD) will occur through a TWI consultant once or twice a year. In-school PD also will be co-developed and co-facilitated alongside the school's core team. Continued learning also will be offered to school Dual Language Coaches, Reading Specialists, Math Leaders, Staff Development Teachers, and administrators to further grow and monitor the usage of biliteracy strategies during planning and instruction. Impact: Level 2 Learning Data: Session evaluation to include questions regarding effective biliteracy strategies and planning for their effective implementation.		
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	<p>Level 3 Support Data: Instructional Specialists will attend planning sessions alongside the Dual Language Coach and Staff Development Teacher to analyze the effectiveness of planning structures. This will enable teams to discuss and plan for biliteracy strategies tailored to their students' needs.</p> <p>Level 4 Application Data: Follow-up classroom walkthroughs were conducted with the dual language coach and the instructional specialist, focusing on effective structures and implementation of biliteracy developing strategies.</p> <p>Level 5 Impact on Student Data: Student work samples will show literacy growth in both target languages.</p> <p>2. Onboarding for new TWI teachers – part of New Educator Orientation</p> <p>Outcome: New teachers to TWI will learn the foundations of Two-Way Immersion programming, including the three pillars of dual language, Two-Way Immersion Vision and Mission, program non-negotiables, and instructional approach required in a multilingual program.</p> <p>Follow-up: Continued support will be provided throughout the school year on an individual basis, directly with the teacher and through their Dual Language Coach.</p> <p>Impact:</p> <p>Level 2 Learning Data: Post-session assessment to measure participants' knowledge of the Pillars of Dual Language and program non-negotiables.</p> <p>Level 3 Support Data: Written content and language objectives will be used to measure the effectiveness of</p>		
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	<p>resources shared for teachers to write and implement CO/LO in the classroom.</p> <p>Level 4 Implementation Data: Follow-up classroom walkthroughs were conducted with the dual language coach and instructional specialist, focusing on the implementation of the three pillars of dual language through program non-negotiables, the implementation of the MCPS TWI content/language allocation plan, and instruction based on content and language objectives.</p> <p>Level 5 Impact on Student Data: Student work samples will show academic growth and success at the grade level or higher in the target language.</p> <p>3. Two-day introductory session on the Biliteracy Unit Framework for new TWI teachers</p> <p>Outcome: New teachers to TWI schools will develop a deep understanding of the Biliteracy Unit Framework used in Two-Way Immersion schools. This training will walk participants through the framework's components, how to use it for planning, and the application of skills to prepare for their first unit of instruction.</p> <p>Follow-up: Ongoing support will occur during the school year individually, in planning, and through the Dual Language Coach</p> <p>Impact:</p> <p>Level 2 Learning Data: Post-session evaluations will provide teachers with an opportunity to share their knowledge regarding the rationale behind implementing a Biliteracy Unit framework in a TWI program, including the components of the Biliteracy Unit Framework, the five steps for unpacking the</p>		
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	<p>Framework, and how to utilize the Formative Assessment packet to plan instruction.</p> <p>Level 3 Learning Data: Instructional Specialist to facilitate coaching sessions along with the Dual Language Coach, Reading Specialist, and/or Staff Development teacher to gather teacher reflections on implementation and areas of growth and support.</p> <p>Level 4 Application Data: Follow-up classroom walkthroughs conducted by a dual language coach alongside an instructional specialist to gather data on the implementation of the Biliteracy Unit Framework and develop a coaching planning cycle for support with the new TWI instructor.</p> <p>4. HMH Arriba la lectura Training for New TWI Staff</p> <p>Outcome: New Spanish facilitators joining TWI schools will develop an understanding of the foundational and grammar curricular product used in TWI schools. HMH facilitators will review the curricular product and strategies for its usage within the TWI program guidelines.</p> <p>Follow-up: Throughout the school year, HMH representatives will offer ongoing coaching to classroom teachers, reading specialists, and dual language coaches.</p> <p>Impact:</p> <p>Level 2 Learning Data: Post-session assessment to measure participants' knowledge of the components of HMH Arriba la lectura and its usage within the TWI program.</p>		
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	<p>Level 3 Support Data: Effective implementation of HMH Destrezas Fundamentales and Gramatica portions of the HMH curriculum.</p> <p>Level 4 Implementation Data: Follow-up classroom walkthroughs were conducted with a dual language coach and an instructional specialist, focusing on implementing the HMH curricular resource.</p> <p>Level 5 Impact on Student Data: Student work samples will show Spanish literacy growth and success at the grade level or higher.</p>		
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