



Haitian Creole Two-Way Dual Language Immersion (TWDLI) Implementation Guidelines

Dual Language Immersion Program Goals:

Students will

- Attain high levels of academic proficiency in both English and Haitian Creole.
- Become bilingual and biliterate.
- Develop positive cross-cultural perspectives.

Program Guidelines:

To be identified as a Haitian Creole Dual Language Two-Way Immersion Program in Palm Beach County, the guidelines below must be implemented with fidelity.

- Two-way immersion is a distinctive form of dual language education in which native English speakers and native Haitian Creole speakers are integrated for instruction so that both groups of students serve in the role of language model and language learner at different times. Core academic classes should maintain a balanced composition of these two student groups while considering school demographics.
- A newly arrived English Language Learner (ELL) whose home language is Haitian Creole may enter the Two-Way Dual Language Immersion program at any grade level, as participation in the program serves as their designated ESOL instructional model.
- Beginning in second grade, students who are not part of the target language group are expected to demonstrate proficiency in the language of instruction used in the Two-Way Dual Language Immersion program. Placement decisions should be guided by each student's individual strengths and current level of language proficiency.

In Palm Beach County, Haitian Creole Two-Way Dual Language Immersion programs use two different instructional approaches:

- In Grades K-2, the 50:50 model guarantees that English and Haitian Creole are each utilized for 50% of instructional time throughout the program. Literacy instruction in both languages (Reading and Writing) is non-negotiable and cannot be altered. Math is the other content area taught in Haitian Creole in Palm Beach County to ensure equal distribution of both languages for instruction.
- In Grade 3-5, a cross-disciplinary, project-based learning approach is used. Research has demonstrated the effectiveness of thematic, cross-curricular, and project-based learning approaches (e.g., Halvorsen et al., 2014).

The curricular and instructional practices must adhere to the following [Guiding Principles for Dual Language Education](#).

- Instruction includes a clear separation of languages to support high levels of language acquisition.
- Students' bilingualism is leveraged through strategic and intentionally planned cross-linguistic strategies.
- The implementation of district-adopted materials ensures that instruction aligns with state standards while maintaining the equal status of both languages.

Teachers must have certification in the area of instruction, AND pass the District's Haitian Creole Language Proficiency Assessment.

All decisions made with regards to scheduling, instructional materials, staffing, parental involvement, and professional development should be made after careful consideration of research and existing best practices. The Department of Multicultural Education recommends contacting the Dual Language Instructional Team for the most current research.