



Marie Bouteillon

Dual Language Solutions

MENU OF SERVICES

APPROACH

I believe that the success of a dual language immersion program relies on the knowledge and leadership skills of its district and school administrators. In short, my approach begins and ends with leaders. My goal is to equip principals with the know-how to support and supervise their teachers. Because I believe in the combination of modeling, practicing and lots of specific feedback, I design professional learning following the workshop model (I do, We do, You do).

My approach to working with teaching professionals includes these four main supports:

- A. Program Creation & Review
- B. Professional Learning Workshops
- C. Teacher Coaching
- D. Curriculum Design & Teacher Handbook



empowering
comprehensive
sustainable

PROGRAM CREATION & REVIEW

My approach begins and ends with leaders. Following our initial contact, district and school leaders will participate either in a [Program Creation Workshop](#) if their program has not yet opened, or in a [Programmatic Review](#) if the program has opened. I believe that what gets monitored, gets done, which is why I aim to equip leadership teams with the know-how to support and supervise dual language teachers effectively and sustainably.



engaging
interactive
fun



PROFESSIONAL LEARNING WORKSHOPS

During my [Professional Learning Workshops](#), I use a variety of visual supports to help leaders and teachers learn best practices in planning and instruction for language learners. My professional learning days follow the workshop model where I model instructional strategies, guide teachers in practicing, and then release teachers to apply the new skill set independently while I coach teachers one-on-one or in small groups.

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Professional Learning Workshops

Team Teaching in Dual Language Immersion

- Follow a 10-step collaboration plan

Intentional Planning for Content and Language

- Solidify understanding of standards
- Understand the difference between a standard, a skill and a strategy
- Formulate content objectives and language objectives

Interactive Read Aloud

- Understand the flow of a read aloud
- Choose a focus
- Formulate questions and answer stems
- Identify productive language

Shared Reading

- Identify the class mean reading level
- Select resources
- Determine which strategies to teach
- Plan for modeling and guided practice

Word Work

- Understand the components of word work
- Assess word work
- Embed instruction in the context
- Teach explicitly

Thematic Guided Reading

- Adapt Running Records
- Analyze texts
- Plan thematic guided reading

Project-Based Learning and Writing

- Create a purpose for a project
- Produce a mentor piece
- Determine which strategies to teach
- Plan language goals

Math in the Second Language

- Follow the workshop approach
- Create math dialogue charts
- Teach problem-solving strategically

Focus on Productive Language

- Pair students effectively
- Prepare for turn and talks
- Increase social language
- Create visual supports

A Scaffolded Lesson Delivery

- Deconstruct the architecture of the workshop model
- Know what modeling sounds like and looks like
- Explore multiple ways to support students during guided practice

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supportive
personalized
targeted

— TEACHER COACHING

My workshops are most effective when paired with [Teacher Coaching](#). I was a Teacher Supervisor for Columbia University's Teachers College, New York University and Hunter College. I've also hosted seven student teachers and was an Instructional Coach for two years. My coaching experience has shown me that providing no more than two next steps is most effective. In debriefs with teachers, I clearly lay out detailed instructions on how those next steps should look and sound. I advise several rounds of observations each year to ensure fidelity to the dual language model and accurate implementation of best practices.

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A close-up photograph of a hand pointing at a document. The document has several lines of text, some of which are highlighted in pink. A green eraser is visible on the right side of the document. The background is a wooden surface.

cohesive
collaborative
practical

CURRICULUM DESIGN & TEACHER HANDBOOK

For clients that are seeking to build capacity in their schools, I recommend co-writing curriculum materials and a teacher handbook. [Curriculum Design](#) offers much-needed relief for teachers who often find themselves looking for or creating instructional materials. The [Teacher Handbook](#) is a resource that is created with the collaboration of a key member of the staff to determine what the table of contents will include and to review the material presented. It provides detailed techniques that correspond to the school or district's objectives and priorities. By collaborating with one of your staff members, the curricular units and teacher handbook create a cohesive set of guidelines for dual language teachers.

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PROCESS

As a consultant, I've developed a process for working with new clients that takes us from our first meeting through each phase of my services. Please view the work flow chart on the next page to find out what you can expect.

Work Flow

Initial Contact

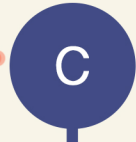
By phone or in-person, we will discuss the structure of your dual language immersion program, and your professional learning objectives in the short and long term.

Phase 2: Customizing Professional Learning

I will make recommendations for workshops and prioritize them. I will also advise on next steps for each teacher. Together, we will create a professional learning calendar for teachers where you can:

- select two **Workshops** for a full day of professional learning,
- schedule **Teacher Coaching** for a full day,
- or combine a workshop with teacher coaching in one day.

I work with each client for a minimum of three days of professional learning a year.



Phase 1: Establishing A Baseline Assessment

Following our initial contact, district and school leaders, as well as instructional coaches, will participate in one of two sessions with me: **Program Creation Workshop** if their program has not yet opened, or my **Programmatic Review** if the program has opened. This allows me to effectively assess the needs of your program and plan our next steps.

Phase 3: Building Capacity

I can provide further support by tailoring curricula to your needs and creating a **Teacher Handbook** for your school or district. **Curriculum Design** is reserved for clients who work with me for a minimum of six days a year.

ABOUT

In 2007, I founded the first French dual language program in a New York City public school, at PS 58 The Carroll School. The school won several awards for dual language education, and I was personally recognized as Chevalier des Palmes académiques, the highest award granted to educators by the French Ministry of Education. I began consulting with schools in 2009 and now work with educators nationwide.

When I'm not on the road, I invest my time and energy in giving my own child the gift of bilingualism. I live with my husband and daughter in Decatur, Georgia.



Contact Me



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