



Dual Language Immersion White Paper

Introduction

Proficiency in more than one language is a valuable skill to be cultivated and nurtured in our schools and communities. Bilingual education is an umbrella term for many types of programs in which two languages are used for instruction.

Dual Language education is an effective approach to developing language proficiency and literacy in English and a partner language. Two-Way Immersion, one type of dual language education, integrates native English speakers and native speakers of another language for academic content instruction through both English and the partner language beginning in elementary schools.

Bilingual and Dual Language programs promote bilingualism and biliteracy, grade-level academic achievement and cross-cultural competence in all students. Students maintain their native language while adding another language, and they develop pride in their own culture while developing an understanding of others.

Center for Applied Linguistics (CAL)

Programming Definitions

- Provide students the opportunity to acquire a second language while achieving the goal of academic excellence and bilingual proficiency in order to increase cognitive dexterity and problem-solving skills, embrace cultural awareness and diversity, enhance communication skills and strengthen self-perception and identity.
- Dual Language Immersion operates in three pillars: bilingualism/biliteracy, high academic achievement in both program languages, and sociocultural competence.
- Students emerge bilingual, as both languages and cultures are honored at the same time.
- Students see differences in people as opportunities to connect rather than obstacles to overcome.

National and/or Colorado Standards

Dual Language Immersion Programs design instruction using the following standards:

- [Colorado Academic Standards](#)
- [Colorado World Language Academic Standards](#)
- [Colorado English Language Proficiency \(CELP\) Standards](#)
- [World Class Instruction Design and Assessment \(WIDA\)](#)
- [American Council on the Teaching of Foreign Languages \(ACTFL\)](#)
- [Social Justice Standards](#)

National Models and/or Exemplars. Please see details below for these exemplars:

[Utah DLI Models](#)

[Charlotte Mecklenberg Schools](#)

90/10 Model Research

[Thompson R2J - Award-winning Truscott Elementary](#)

Utah DLI Models

- State-mandated and funded programming (2008 Senate Bill 41)
- Pathways to a college minor/major in a 2nd language (Bridge Program)
- Focus Languages: Chinese, English, French, German, Portuguese, Russian, Spanish
- All units, materials, best instructional practices are located on an organized website under each language
- Use ACTFL mapping to Oral and Reading proficiencies.
- Use Common core for ELA Writing Anchor Standards to show relationship between Level Chinese Writing standards and Writing Standards
- Goal in 2010 was to implement 100 DLI programs throughout Utah by 2015. This was accomplished by 2014.
- 50/50 Two-Way Model with equal representation in each class of English and students who speak a language other than English
- TL (target language) instruction includes: literacy, math, science & social studies. (K-3rd)
- English curriculum focuses on ELA and some collaborative reinforcement of the content (K-3rd)
- Teamwork is essential!
- Curriculum shifts in 4th & 5th grades as most conceptual instruction in math and social sciences is taught in English.
- In 6th grade, social science shifts back to the TL and science shifts to English instruction.

- Specific proficiency goals for every DLI language are set at each grade level in all areas: reading, writing, speaking and listening.
- Students are expected to enroll in AP language coursework and complete the AP exam in either 9th or 10th grades. After this, students are offered upper division university -level coursework through blending learning with 6 major universities in Utah.
- Offers 1-way and 2-way programs

Teacher Qualifications:

- English teachers are required to have an elementary Utah teaching license. TL teachers are required to have an elementary or secondary Utah teaching license or be accepted into the ALP programs
- TL teachers are also required to have a WL endorsement in the immersion language and a DLI endorsement. English teachers are strongly recommended to have an ESL endorsement in the 2-way models.

***** Please click on site link above to view instructional models and pathways*****

[Assurances per grade level](#)

Charlotte-Mecklenburg Schools

- Good color-coding of site
- “K-8 Language Academy”
- 19 elementary schools
- Over 140,000 students - much larger than D11
- Divided into zones
- One school in each zone for each program/
- South Academy of International Languages
- WL offered at other schools
- 11 themes - IB, Learning Immersion, Montessori, STEM, Leadership/Traditional, Visual & Performing Arts, WL - Spanish, Chinese, French, German, Japanese (elementary levels)
- One-pager that outlines the programming - very good descriptions.
- Consistency between elementary and middle schools (the themes)
- HS things change a little (relating to themes). Learning Immersion ?? Talent Development. Covered in IB HS's
- Teachers that represent many countries. This is an asset - diversity of the faculty.
- Emphasis on cultural understanding (not just academics)
- Peer-to-peer collaboration encouraged at every grade level - social development
- Student: Teacher , 15/16:1
- Waddell Language - South Academy of Language - public magnet school (multiple languages) Now creating the K-8 language academy.....not created yet.
- Messaging for parents - very clear on entry requirements - Learners who thrive....5 clear indicators (reasons they benefit)

- Expectation agreement - wording on a website. For a magnet
- Grades 2-4 then 6/7th - Language exploration experiences through electives and enhanced classes. Language offerings that's not immersion.

90/10 Model Research

<p>Characteristics Dual Language Immersion Model</p>	<ul style="list-style-type: none"> ❑ At least 50% of instruction is provided in the partner language (e.g., Spanish) at elementary to all students ❑ The program extends at least five years, preferably K-12 or PreK-12 ❑ Both literacy and content are taught in both the partner language and English over the course of the program ❑ Instruction is delivered in one language at a time without translation ❑ The language of initial literacy is the language in which students first learn to read and write in the primary grades (K-2)
<p>Benefits of a Dual Language Immersion Model</p> <p><u>Comparison of Initial Literacy Models</u></p>	<ul style="list-style-type: none"> ❑ Native language support and development for Spanish speaking students ❑ Immersion in a second language for English speaking students ❑ Strong positive sociolinguistic message about the partner language and culture ❑ Research findings: In 90/10 programs, both English-and Spanish dominant students have higher Spanish proficiency outcomes at the end of the program than 50/50 students with no detriment to English development in the long run ❑ Learning to decode text is easier in Spanish because of transparent or shallow orthography (a consistent correspondence between pronunciation and spelling)
<p>Models</p>	<p>Different Approaches</p>

<p>90/10 Focus on developing language other than English (LOTE) in early grades with gradual introduction of English language in each successive year.</p>	<ul style="list-style-type: none"> ❖ K and 1st grade: Spanish most of the day (specials in English) ❖ 2nd grade: more English added ❖ 3rd grade: Literacy taught to all students in both languages ❖ By 4th grade half of the day in English and half of the day in Spanish ❖ Partner language is used most or all of the day in the primary grades ❖ Partner language and English are use equally in the later grades ❖ All students learn to read in the partner language first ❖ 80-90% of instruction is in the partner language in Grades K-1 or K-2, with the remaining 10-20% of time devoted to English language development ❖ Language arts in English formally starts in 2nd or 3rd grade ❖ Native English speakers and native speakers of the partner language are integrated for instruction 100% of the day ❖ Teachers use flexible grouping and differentiation to meet the needs of native speakers and language learner ❖ Literacy in English is not completely withheld in the first years of the program-Pre Literacy and literacy activities during 10-20% English time –Bilingual books –Making cross-linguistic connections- Reading in English at home-Environmental print in English within and outside of the school
<p>Links to Models/sites</p>	<p><u>Mark Twain Dual Language Academy San Antonio, Texas</u></p> <p><u>Washington Irving Dual Language Academy San Antonio, Texas</u></p> <p><u>Salida del Sol Academy Greenley-Evans School District 6</u></p> <p><u>Truscott Elementary Dual Language Immersion School Loveland, Colorado</u></p> <p><u>Cottonwood Plains Elementary-A Dual Immersion School Loveland, Colorado</u></p> <p><u>Utah Dual Immersion Schools</u></p> <p><u>Cherry Hills Elementary Spanish Immersion Orem, Utah</u></p>

Theories of Action- How DLI will lead to improved practices in D11

- DLI considers language an asset rather than a barrier
- Supports D11 [Strategic Plan](#) and [Graduate Profile](#)
- Students are able to reach more advanced proficiency levels at the MS and HS levels
- DLI can break down the barriers some families face when entering a school
- DLI fosters equitable access and practices
- SIOP instructional strategies and lesson planning are research-based and effective for all students
- DLI will demonstrate our willingness to support all families. It will encourage our Spanish-speaking families to be more involved in D11
- DLI is evidence that D11 is offering an educational environment where all means all.
- Supports growth and achievement of all students
- Better understanding of diverse traditions and cultures.
- DLI fosters transfer of literacy skills from first language (L1) to second language (L2)
- DLI will attract a culturally diverse staff

Implementation

Create branding and expectations of common language

Hiring highly qualified, experienced staff is crucial to the success of this program

District & school buy-in

Guidelines

School & district website around DLI

Marketing materials

Zero-year planning – membership in organizations, conferences, site visits, basic start-up materials, etc....

Curriculum & materials approval process

Creation of bilingual materials

Parent information sessions

Community partnerships

Student recruitment plan

Select model and instructional approach

Establish entry grades

Create DL handbook

Program/school's mission, vision, defining culture, logo, bilingual documents

Identify teachers, change in hiring protocol/policies. J-1 Visa candidates

PD

Create evaluation plans and success criteria

Build community partnerships

Ensure equitable transportation plan

Create scheduling

Provide teacher/staff mentoring and PD

Identify master teachers

Work with professional organizations from multiple resources (not just one consultant)

Yearly Implementation

Year 1 (2021/22)

- Launch at Rogers Elementary - 1 or 2 classes each of Kindergarten & 1st grade (dependent upon enrollment & facility space availability)
- Focused PD, consultant work
- Hiring (AP, teachers, paraprofessionals, admin assistant) bilingual/biliterate staff
- Material acquisition
- Reflection on location
- Classroom allocation
- Schedules
- Furniture/classroom supplies
- Lesson planning/grading report cards
- Teaching literacy in Spanish
- Integrating ELL instruction/requirements with this program
- Building Culture at the school location, after school programs, community involvement, parent programs, citizenship classes, directory of families (opt-in), etc..
- Technology decisions and integration
- Team-building (build a plan for this) Retreat/Conferences (what are the options)
- Marketing after program launch - video/filming - Showcase our year 1
- Can (Facilities Master Plan) FMP work/people think about what outdoor space might look like for DLI - showcase the school/program.
- Focus for DLI on outside of Rogers (signage)

Year 2 (2022/23)

- Expanded to 2nd grade this year
- Instruction is 80/20 model
- We will have some data to drive decisions & refine programming
- Do we admit screened students in 3rd grade?
- Location reflection
- Stability of students (home situations, etc...)
- Transportation changes?
- More hiring

- Technology integration/decisions
- Review Grant possibilities
- Team-building / Retreat / Conferences
- Continued PD for DLI staff and D11 staff, in general
- Research funding / sponsors for outside donations (murals, equipment, etc..)

Year 3 (2023/24)

- Expanded to 3rd grade
- Instruction is 70/30 model
- We will have data to drive decisions & refine programming
- Do we admit students at 3rd grade, due to attrition? If so, what is the criteria?
- Location reflection (FMP)
- Stability of students (family situations, etc..)
- Transportation changes
- Add another language program, review that possibility
- Planning for MS
- More hiring
- Technology decisions/integration
- Review Grant possibilities
- Team-building / Retreat / Conferences
- Team presents at professional organizations
- Implement formal review by outside D11 consultant to offer recommendations for improvement

Year 4 (2024/25)

- Expanded to 4th grade this year
- Students are in a 50/50 model by this grade
- Focus on MS planning and transitions / pathway opportunities
- Pathway plans are coming into place
- More hiring
- Incorporate special in Spanish or LOTE (language other than Spanish)
- Look towards graduation possibilities / milestones
- Community support - leaders - role models - practicum w/ language , hospitals, businesses, etc...
- Continued team building, PD

Year 5 (2025/26)

- Expanded to 5th grade this year

- Planning for MS continues
- More hiring
- International trip possibilities
- Students will matriculate to MS programming after this year

Middle School Pathway to Mitchell

Pre-AP, certificate, career-related options (Follow Utah Model or Charlotte-Mecklenberg)
MYP/IB Language B and other content (see below)

	Build-Our Own	International Baccalaureate
End Goal	<ul style="list-style-type: none"> ● Seal of Biliteracy ● Program Requirements (Special seal on D11 diploma? Transcript?) 	<ul style="list-style-type: none"> ● Dual Language/Bilingual IB Diploma (2 Language A's as minimum IB requirement) ● Course Candidacy (D11 set requirements for program that's not full IB DP) – students take college level (DP) courses but do not earn full IB Diploma ● Flipped Language A (Spanish) and Language B (English) for late-arriving ELLs who are literate in Spanish (assuming that core content courses are offered in Spanish) allows those students access to earn the IB Diploma ● Seal of Biliteracy
Program set-up	<ul style="list-style-type: none"> ● Whole-school (recommended) or program within a school ● Students enroll in specific courses in the target language (Spanish) and others in English to meet program requirements ● If we have multiple sections per course, we could have students flip between 2 teachers (English and Spanish) 	<ul style="list-style-type: none"> ● Program within a school ● Select courses in the MYP and DP are offered in Spanish by dual-licensed educators ● If we have multiple sections per course, we could have students flip between 2 teachers (English and Spanish)
Entry Points and Language Acquisition	<ul style="list-style-type: none"> ● Recommended entry points at K, 1st, 3rd, 6th, and 9th grades ● Hold immersion summer programs of at least 4 weeks that are either day or overnight (preferred to have full immersion experience) <ul style="list-style-type: none"> ○ Students will learn the necessary foundation in order to succeed in the immersion classes that they'll be taking moving forward ○ Other students could participate in this summer program to recover credit or advance 	
Staffing Needs	<ul style="list-style-type: none"> ● Dual licensure in content area and Spanish 	<ul style="list-style-type: none"> ● Dual licensure in content area and Spanish

<p>Pros</p>	<ul style="list-style-type: none"> ● We can make it what we want it to be ● Program requirements can be adapted if staffing issues arise (HQ staff in target language and content area) ● MYP / DP Spanish-language staff can be shared between MS and HS (greater continuity for students and easier to staff) ● If whole-school, can create guidelines around non-academic/instructional or informal language use (more real-life) 	<ul style="list-style-type: none"> ● IB Exams can be taken in English, Spanish and French (access languages and maybe working languages – German, Japanese – but more research required for the latter) and students can earn college credit ● System is already built, we just need to expand it ● Program requirements can be adapted if staffing issues arise (HQ staff in target language and content area we can go to minimum requirement of 2 Language A’s) ● MYP / DP / CP Spanish-language staff can be shared between MS and HS (greater continuity for students and easier to staff) ● Late-arriving ELLs who are literate and have background in academic language in Spanish can test their Language B (English) at the ab initio level ● Access to print-materials (books, etc.) that are aligned to the exams (and program as a whole for MYP) is easier since the IB exists world-wide
<p>Cons</p>	<ul style="list-style-type: none"> ● AP courses or dual enrollment with local universities does not guarantee that language of instruction is Spanish in some content areas (limited access to earn college credit in different content areas) ● Number of preps for teachers if we have 1 per department/core content area ● If program within a school, cannot create guidelines around non-academic/instructional or informal language use 	<ul style="list-style-type: none"> ● Number of preps for teachers if we have 1 per department/core content area ● Administration of IB Exams in multiple languages increases number of proctors ● If program within a school, cannot create guidelines around non-academic/instructional or informal language use
<p>Quotes</p>		<p>The International Baccalaureate® (IB) is committed to supporting multilingualism as a fundamental part of increasing intercultural understanding and international-mindedness, and is equally committed to extending access to an IB education for students from a variety of cultural and linguistic backgrounds.”</p>
<p>Resources/Examples</p>	<ul style="list-style-type: none"> ● Roosevelt HS in CA - Dual Language Program ● Roosevelt HS Dual Language Program Requirements ● Boston Public School DLI ● Margarita Muniz Academy - Boston Public Schools 	<ul style="list-style-type: none"> ● IB DP Language B (Second Language) ● IB DP Language A

Professional Development

SIOP lesson planning
GLAD Project work (Orange County, CA)
Utah sessions (spring and fall options)
Build a resource library for staff
La Cosecha
Team Building
Culture building of the school/program - retreat every year. Social contract amongst staff
Utah site visits and development
CAL trainings
Effective use of planning / PLC time
Frequent review of instructional practices
Site visits around Colorado
Training related to CAS, WIDA & ACTFL Standards

Staffing

J-1 Visa Candidates
Consulate connections
Job Fairs in the South
Secondary level - Licensure in content area & Spanish - licensed in another country.
Waivers at the state level?
What does sustainability look like in Colorado
Concern: speak Spanish but need to be effective in classroom management, instruction, planning, etc....
Mentoring system/support system for teachers in this program.
Model Thompson R2J for hiring practices, and others - wrap-around model
Re-visit pay scale - "additional skills" pay models
Classroom teachers that have the "skills" but need support in study abroad or immersion for them.
Create a pipeline (4-5 year process, maybe abroad)
Teach a teacher (that already has skills) to teach in a DL program
"Native" speaker possesses special cultural experiences and interactions

Local, State, National Partnerships

Conferences, books and supports:

- State of Utah (June and October)
- Rotary support
- Community volunteers
- La Cosecha Dual Language Conference (November, 2019)
- UCCS and Pikes Peak Community Partnerships

<https://www.lacosechaconference.org/>

- National Association for Bilingual Education (NABE) Conference – Feb. 2020

<https://nabe-conference.com/index.html>

- CABE – Colorado Association for Bilingual Education <https://www.cocabe.org/>
- SIOP School - <http://www.cal.org/siop/>

<https://www.pearsonschool.com/index.cfm?locator=PS2rWo>

- Thomas and Collier: <http://www.thomasandcollier.com/>
- Bueno Institute <http://buenocenter.org/>

Pearson contact that is helpful: Martha Treho

- The Teacher 50
- Biliteracy From the Start
- Bueno Institute
- Closing the Attitude Gap
- The Principal 50
- Why Dual Language Schooling

Enrollment Demographics

- Equal representation of English and non-English speakers
- Open to ALL types of learners

Curriculum & Instruction

**Consultant made recommendations and:
Recommendations from Thompson R2J:**

Ready Gen by Pearson – least favorite
Dream Box – online Math works well (dual language)
Reading Street / Calles – best curriculum for ELD
Estrellitas – Phonics program that was added – great
Journeys – not favorite
Senderos – ok

- Very limited resources sometimes
- Limited cohesive assessments

Math Expressions for Math
SIOP lesson planning

Other Options:

Cost-Spanish Resources:

[Estrellita K-1 Reading Program](#)

[Estrellita Pre-K Reading Program](#)

[Scholastic Let's Find Out](#) (English & Spanish)

[Risas y Sonrisas](#) - supplemental online

[CDE Advisory List of Instructional Programming:](#)

-[Arriba la Lectura](#)

-[Maravillas](#)

-[IReady](#) (English & Spanish)

-IStation- [Español Lectura Temprana](#)

Addendum:

Literacy materials recommendations:

Wits and Wisdom are CDE approved

Supplement with Foundations (fully approved)

Heggerty - Spanish though?

Intervention: Read Naturally Live (in Spanish also)

Math:

Engage NY

Science:

District

Social Studies:

District

Before/After School / Preschool / Club / Student Organizations

- Come and talk with community members and parents
- Welcome to Colorado Springs 1.0
- Volunteer community/business partnerships
- Family nights
- Community room in the building
- Partner with Colorado College and the Fine Arts Center for Day of the Dead and other cultural events, Cinco de Mayo Inc., Hispanic Business Council, etc...
- Student Council, Battle of the Books, Cheer Club, Sports, Tech Club, Music.
- Spanish enrichment for students not enrolled in DLI
- PTO opportunities
- Cooking classes

Program Evaluation Metrics

Colorado State Testing
WIDA
AAPPL language proficiency tests
Seal of Biliteracy requirements
IDEL

Budget

- Already submitted for 2021/22
 - TBD depending on staff hiring
- Staffing / FTE / Salaries
Start-up supplies – furniture, classroom needs, reading materials, curriculum
ESP
Brochures/materials/promoting program
Consultant - spring 2021 only
Testing

Current District 11 Programming Inventory

Elementary

- Midland Elementary offered Spanish as a special rotation. Students accessed this content 2 days per week for one rotation. This program was cut at the end of the 2020/21 school year.

Middle School

- Jenkins MS - Intro to Spanish, World Cultures, Spanish I
- North MS - IBMYP in Spanish, French & Chinese. Also offer Spanish for Proficiency (for students who already show speaking and listening proficiency), Carousel Courses for each language
- Russell MS - Intro to Spanish and Spanish I
- Gaileo - Intro to Spanish
- Swigert - Intro to Spanish. One semester of Spanish for Proficiency

High School

- Doherty - French, Spanish, German (AP in all languages)
- Coronado - French, Spanish, German (AP in all languages), Spanish for Proficiency
- Palmer - French, Spanish, German, Chinese (IB in all languages except German), Spanish for Proficiency
- Mitchell - Spanish, Spanish for Proficiency, Japanese (discontinued at end of 2021)
- Odyssey ECCO - Spanish

Conclusion

Language and communication are at the heart of every human experience. We must educate students to be linguistically and culturally equipped to communicate successfully socially, academically, and professionally, both in the United States and abroad. We envision a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern, classical or American Sign Language. Children who come to school from non-English speaking backgrounds should also have opportunities to develop further proficiencies in their first language and be able to develop content-specific knowledge and skills in their first language.

Resources

Dual Language Education: Program Design and Implementation by Sonia Soltero

Biliteracy from the Start by Escamilla, Hopewell, Butvilofsky, Sparrow, et al...

Teaching for Biliteracy: Strengthening Bridges between Languages by Beeman & Urow

Culturally Responsive Teaching & The Brain by Hammond

An Educator's Guide to Dual Language Immersion by Westerberg & Davison (Davison is in Summitt County, Colorado)

7 Steps to Success in Dual Language Immersion: A Brief Guide for Teachers & Administrators by Carrera-Carrillo & Rickert-Smith

En Comunidad: Lessons for Centering the Voices and Experiences of Bilingual Latinx Students by García

The Newcomers by Helen Thorpe

Websites:

- [Center for Applied Linguistics](#)
- [Center for Advanced Research on Language Acquisition](#)
- [National Association for Bilingual Education](#)
- [Dual Language Education of New Mexico](#)
- [Utah Dual Language Immersion](#)

Books...continued.....

[Guiding Principles for Dual Language Education-third edition](#)

[Seven Steps to a Language-Rich Interactive Classroom](#)

[Talk Read Talk Write](#)

[Words Their Way: Letter-Name Sorts for Spanish-English Speakers](#)

[The Big-Red Book on Spanish Vocabulary-Cognates, Roots & Suffixes](#)

[Learning Another Language Through Actions-Total Physical Response Strategy](#)

[Profiles of Dual Language Education in 21st Century](#)

Respectfully Submitted on Behalf of: AMP Committee