

## Participate Dual Language Immersion Program

### Goals:

- All students will develop high levels of proficiency in their first language.
- All students will develop high levels of proficiency in a second language.
- Academic performance for all students will be at or above grade level.
- All students will demonstrate positive cross-cultural attitudes and behaviors.

### Components of successful programs (non-negotiable):

- Strict separation of languages
- Minimum 50% target language instruction
- Simultaneous literacy by 2nd grade at least - literacy in two languages
- K-12 plan; K-5 commitment to start
- Native speaker/high proficiency teachers and assistants
- 90 minute literacy rotation >> guided reading, word study, writing

### What the research says:

#### Learning in two languages is good for you.

- *Bilinguals can switch between two different language systems. Their brains are very active they develop more flexible approaches to thinking through problems (Zelasko and Antunez, 2000).*
- *Their ability to read and think in two different languages promotes higher levels of abstract thought, which is critically important in learning (Diaz, 1985).*
- *Recent research indicates that bilingualism may delay the onset of Alzheimer's disease (Dreifus, 2011).*

#### Young kids are wired to learn language.

*Early immersion in a second language capitalizes on young children's metalinguistic, cognitive and psycholinguistic capacities to learn language (Genesee 1984; Lambert 1984)*

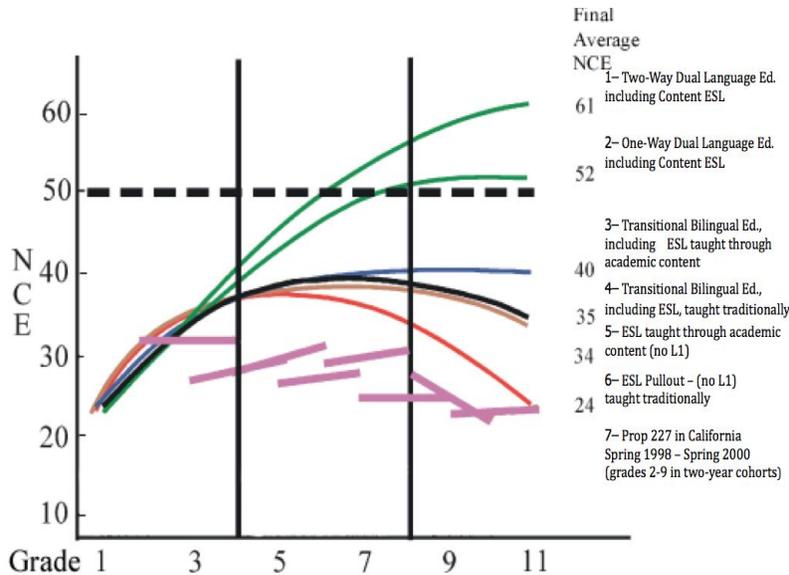
*Research indicates that children who are exposed to a foreign language at a young age achieve higher levels of cognitive development at an earlier age. (Bialystok & Hakuta 1994; Fuchsen 1989)*

#### Dual language immersion programs help close the achievement gap.

*Dual language programs are the only programs that assist students to fully reach the 50th percentile in both their first and second languages in all subjects and to maintain that level or higher through the end of schooling. (Thomas & Collier 2002)*

*ELLs must make 1.5 year's progress in 1 year's time every school year to catch up by 8th grade. (Thomas and Collier 2010)*

*Second language conversational abilities may be gained quickly, but it takes 5-7 years for second language learners to gain academic language proficiency. ELLs should not wait until they are proficient in English to learn academic content. (Thomas and Collier 2010)*



**\*\*If you never gain academic language proficiency in your native language, you have very little chance of gaining it in your second language.**

**Dual language immersion programs benefit native English speakers.**

*Immersion programs for native-English speakers allow them to develop high second language proficiency without compromising their English language development or academic achievement. (Genesee 1984)*

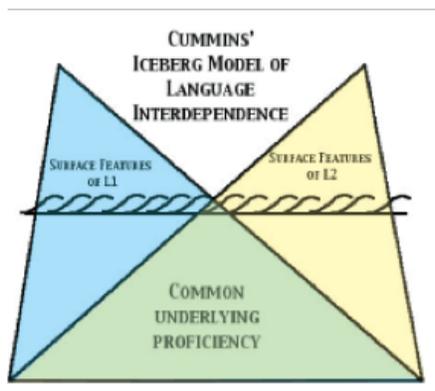
*Students in DLI schools and classrooms outscore non-DL students --- LEP students, African-American students, White students. (Thomas and Collier 2010)*

*DLI students' average reading scores exceed statewide average scores in each grade. (Thomas and Collier 2010)*

*After Grade 4, DLI students approach and exceed average statewide scores of students who are a year ahead of them in school. (Thomas and Collier 2010)*

**Learning another language does not hinder learning English language development.**

•Developing proficiency and knowledge in one language facilitates learning in the second language.



*Cummins' (1987) Interdependence Hypothesis shows the relationship between one's first language and other languages learned via the "Dual Iceberg" illustration.*

**Research shows that bilingual people have an easier time:**

- understanding math concepts and solving word problems more easily (Zelasko and Antunez, 2000);
- developing strong thinking skills (Kessler and Quinn, 1980);
- using logic (Bialystok and Majumder, as cited in Castro, Ayankoya, & Kasprzak, 2011);
- focusing, remembering, and making decisions (Bialystok, 2001);
- thinking about language (Castro et al., 2011); and
- learning other languages (Jessner, 2008).
- In addition, research indicates that bilingualism may delay the onset of Alzheimer's disease (Dreifus, 2011).

**A dual language environment fosters the whole child --- increases cultural sensitivity and self esteem and opens doors.**

*The advantages of knowing more than one language extend beyond academic achievement. It includes a **greater intercultural understanding** as well as an **appreciation and respect for cultural differences** (Cloud, Genesee, and Hamayan 2000)*

*Being bilingual supports children to maintain strong ties with their family, culture and community, which are key factors in **developing identity** for children (Zelasko and Antunez, 2000)*

*In our global society, where up to 2/3s of adults speak at least two languages, bilinguals have many advantages (Zelasko and Antunez, 2000). As adults they will have **more job opportunities** around the world than monolingual adults (Zelasko and Antunez, 2000). Research shows that bilinguals earn an average of \$7,000 more per year than their monolingual peers (Fradd, 2000).*

## Dual Language Immersion Program Models

As of 2016, Participate DL partners with 26 districts with 58 elementary schools and 5 middle schools. These schools are varied in demographics and location. Forty one percent serve two way populations, with the other 59% serving one way populations.

A K-5 immersion program is a form of dual language education that provides an enriched learning experience by teaching students core academic content in two languages: English and the targeted immersion language. The goal is for all students to become bilingual and bi-literate while achieving at high academic levels and developing cross-cultural skills. Participate DL is not one-size fits all and our K-5 program schools are as diverse as the communities in which they are implemented. However, all Participate Dual Language programs can be generally categorized as one-way or two-way programs, with the percent language allocation varying depending on population served and specific circumstances of the school.

- one-way, serving mostly native-English speakers; varied language allocation but most start at 90% target language instruction
- two-way, serving native target language and native English speakers; most start as 50% English and 50% Spanish, though a few begin with 90% Spanish and move to 50-50 in grade 1.

The one way model provides an additive, language rich environment to predominantly English speaking students. Most one way programs follow the full immersion schedule and begin with all instruction in the target language (except specials) but over the course of elementary school, the proportion of the target language to English instruction becomes more balanced and can reach 50% in the upper grades.

The two way model succeeds by enrolling children with backgrounds in both languages, and giving them the opportunity to help each other learn. Spanish speakers help non-Spanish speaking students learn Spanish while English speakers help other students learn English. Both groups learn all of their traditional subjects – literacy, math, science, social studies – in both languages, becoming fully functioning in both languages.

For two way programs, Participate Dual Language schools strive to use the two teacher team model. Here one immersion teacher and one English teacher pair up to serve 48 students. In some cases, one class can be self contained and taught by the one teacher who is highly proficient in both languages. Effective bilingual/biliterate teachers are sometimes difficult to recruit and often one language is favored over the weaker one, to the students' disadvantage, therefore we strongly recommend using a teacher pair model.

With 2 classes, the A-day/B-day model can be utilized which allows for full development of content and language in both languages. When the day is split, with morning and afternoon sections, the curriculum must be divided between the two languages and hence both languages cannot be developed in all subjects. With recent studies that show the success of two way programs that allocate more time to the minority language, as well as from the successes we see in our programs with full immersion Kindergartens, Participate highly recommends a two way program to begin with full immersion, moving to 50-50 for first through fifth grade.

In one way full immersion programs, English literacy is generally not introduced until grade 2. The exception in Participate Dual Language programs is within Mandarin immersion schools which begin push-in ELA in Kindergarten. Many Participate Dual Language Spanish full immersion programs have push in ELA grades 2-5, requiring the school to provide dedicated staffing for the ELA. This is manageable at the beginning but by grade 5 the time often adds up to greater than one full time position. If the program has two tracks (begins with two Kindergarten classes) the language allocation could switch to 50-50 in the upper grades to eliminate the additional staffing need and building a more economically sustainable model.

Remember: According to research (Lindholm-Leary 2000) -

- Providing more hours of English does NOT result in higher English achievement
- Little Spanish instruction and mostly English instruction can lead to lower Spanish AND English achievement
- Providing quality dual language program instruction leads to higher English AND Spanish achievement

Regardless of the program model, starting strong with two sections builds towards a more sustainable model, reaches twice as many students and builds capacity for student attrition.

### **Participate Dual Language - secondary level**

Participate's Middle School Spanish Language and Culture program serves as a bridge from an elementary immersion program to the sequential world language high school program. The Conexiones curriculum promotes an approach to teaching and learning grammar that is discovery-based, builds on students' prior knowledge of the language, and provides a relevant and meaningful context - global studies - to foster continued growth of Spanish language skills. The curriculum is organized around highly engaging global themes that utilize authentic and relevant materials and resources from

Spanish-speaking countries to support rigorous units of study. Each level is structured to provide 135 hours of instructional time.

The Conexiones curriculum focuses on:

- Development of second language proficiency in listening, speaking, reading and writing.
- Cultural studies of Spanish-speaking countries.
- Knowledge of global society, geography, environment, education, economy and politics.
- Building global citizenship through social entrepreneurship projects.

An ideal secondary school immersion program would allow for at least 2 courses to be delivered in the target language, generally one core content class (social studies, science, math) PLUS Spanish Language Arts (ie., Spanish Language and Culture). This provides the students with about 28% of instruction in the target language. Participate encourages partner districts to incorporate a core subject in the target language to offer immersion students the added time studying in the language. Due to staffing and curriculum challenges however, many K-5 programs articulate in middle grades to a single language class offering. Because of this reduction in language exposure to about 15%, it is critical that the language course is rigorous and content and language rich. Students must be challenged to achieve a high level of textual analysis and the teacher must have the advanced skills to keep students engaged in language learning.

The middle school Spanish Language and Culture program prepares language learners for rigorous language opportunities in 9th grade (such as AP Spanish) and to receive college credit where possible or study a third language during high school.

## Teachers

Participate International Education carries out the teacher recruitment for Participate Dual Language program schools, and has established itself as the leading J1 Teacher Exchange Visitor Program in the country, having recruited and placed over 10,000 foreign nationals as K- 12 teachers in the United States. Participate's validated International Educator Selection Process (IESP) is a multi-stage, multi-dimensional process to identifying the world's best educators, reflected by a recent study that found that Participate teachers were more effective in terms of value- added to their students reading test scores than teachers from any other program in North Carolina. Due to the challenge of filling these spots, Participate also brings extra teachers into the Participate Dual Language program to serve as co-teachers who are ready to replace (short term or longer term) in the event of mid-year departure, emergency, and/or illness.

*Certification requirements* | Teachers must be certified in Elementary Education to teach in a dual language immersion classroom in North Carolina. They will all have teacher training and the minimum equivalent of a bachelors degree from their home countries, though many have masters degrees as well.

*Language proficiency requirements, English* | All Participate teachers have their English language skills assessed during multiple points during the admissions process. Oral, comprehension and writing skills are evaluated using ACTFL guidelines.

## Participate Dual Language Services

Participate provides its Dual Language program schools with a comprehensive package of services.

**Program Monitoring** | Participate Dual Language managers work with principals to monitor their programs for success. Monitoring measures include: teacher observation & coaching, ensuring student numbers are healthy and offering recommendations to improve, supporting assessment and data analysis to provide teachers with strategies for gap closure, administrator support and program feedback for effective site-based management.

In collaboration with school administrators, Participate Dual Language managers monitor teacher performance in the following areas:

- Classroom environment/routines
- Classroom management
- Instructional methods/student grouping
- Literacy rotations
- Student vs. teacher-centered learning
- Comprehensible input and student engagement
- Adherence to and reinforcement of target language
- Global/cultural connections

## Training and professional development

### **For teachers:**

**Pre-arrival training:** All Participate immersion teachers will complete preliminary training online before they arrive to the US. In these online pre-departure modules, they will become familiar with US teaching terminology, general teaching expectations, instructional strategies, immersion teaching and literacy development strategies.

**Arrival training:** Each teacher completes a two-day immersion focused workshop prior to beginning his/her teaching assignment. After a few weeks in the classroom new teachers return for a fall conference for another full day of training. This initial teacher training consists of: (1) Classroom management; (2) Lesson planning; (3) Effective immersion teaching strategies; (4) Literacy instruction in an immersion setting; (5) Intercultural competency training.

**Observation/Coaching:** In addition to these professional development workshops, each teacher receives individual coaching. Throughout the school year, Participate Dual Language conducts 2-3 teacher observations and provides targeted coaching for effective immersion teaching. Master Participate Dual Language teachers may mentor and provide modeling to teachers needing the extra support.

**On-going professional development:** Participate also provides deliberate and on-going professional development through our online platform, **Participate**. Participate Dual Language modules emphasize the integration of global content and best practices in language immersion

teaching. During this first year, immersion teachers will explore instructional strategies that support students' diverse experiences and proficiency levels through an inquiry-based approach to language development. Throughout these modules, teachers collaborate to create lessons that incorporate core curriculum, language objectives and an overarching focus on cultural connections. Content and language standards remain central while the global focus enriches students' learning and creates meaningful context to support language acquisition.

#### **Dual Language** Year 1 Modules:

- Becoming a Global Educator
- Globalizing Your Classroom: Integrating Language and Culture
- Differentiation: Celebrating a Diverse Classroom Environment
- Comprehensible Input: Meaningful Language

Through our online platform, **Participate**, teachers participate in an online community of practice where they exchange with and learn from their peers and have access to expert created lesson plans and resources that are standards aligned and inquiry-based.

#### **For administrators:**

Principal support --- Knowing that school leaders have many priorities at the school level, Participate Program Managers provide on-going support to ensure best practices in language immersion to get the results for which Participate Dual Language programs are known. Research and best practices are shared with leaders to help build knowledge and confidence in dual language immersion education.

Principal professional network --- Participate Dual Language principals and administrators participate in a summer leadership institute with the opportunity to learn from experts in the field and each other. Throughout the year, leaders engage in an online community forum to exchange ideas and practices and get peer support on issues.

**Student Recruitment** | Participate assists schools and districts with student recruitment activities by providing marketing collateral - flyers, brochures, video -- as well as hosting information sessions and parent meetings.

**Annual Program Planning** | Participate Dual Language will meet with administrators between late November and February to plan for the next school year. These planning sessions include personnel review, program model review, materials review, and recruitment strategies for the new school year.

**Continuity** | With Participate Dual Language support, turnover in school leadership should not disturb the immersion program's implementation. Program managers work closely with new principals to bring them up to speed on the program and maintain continuity of teacher support.

#### **Curriculum & Assessment**

**English assessments** | Eligible Participate Dual Language schools may elect to administer English benchmark assessments in Reading and Math in grades 2-5. Tests are provided through Case 21 and costs are part of the Participate Dual Language program. In first grade, Participate Dual Language provides an assessment to monitor English reading skills development.

**Target language assessments** | Kindergarten Participate Dual Language students complete a target language sight-word assessment at the end of each year. Participate Dual Language also facilitates a language proficiency assessment in the upper grades to monitor progress in language skills.

**Curriculum Resources** | Teachers are provided with grade level curriculum maps and learning targets to guide their instruction throughout the year in alignment with state and national standards. Curriculum maps are conceptually structured with thematic units with each concept. The maps are created with the flexibility to adjust to district pacing so that immersion classrooms may be focusing on similar topics as their grade level colleagues. Teachers can also access literacy rotation activities and lesson plans that align with the curriculum map.

**Materials** | Participate Dual Language provides participating schools with an annual suggested list of materials for their classrooms. These materials cover all core subject areas with a particular focus on leveled readers for use in guided reading sessions. Schools can elect to order the basal series or math textbook series, depending on district programming. In addition, schools will receive a suggested list of media center books and online resources.

## Staffing

**Teachers** | Participate Dual Language provides high quality native-speaker candidates for principals to interview and select. These teachers have completed a rigorous selection process and are eligible for licensure in elementary education.

**Co-teachers** | Participate Dual language co-teachers are qualified teachers in their home countries who may need to meet additional requirements to gain elementary licensure. The co-teacher program is designed to provide supports needed to complete requirements by the end of their first year. They are co-teachers, not TAs, and will share teaching duties in the classroom. They remain in this role for one year and can then become the lead teacher in a Participate Dual Language classroom.