

World Language Expansion Initiative

Indian River School District Spanish Immersion Program



Parent Information Session May 8, 2013



“The power to learn a language is so great in the young child that it doesn’t seem to matter how many languages you seem to throw their way... They can learn as many spoken languages as you can allow them to hear systematically and regularly.”



Dr. Susan Curtiss
Linguistics Professor, UCLA



Initiative Overview

- World language capacity is crucial to Delaware in order for the state to maintain and strengthen its domestic economy. Governor Markell has spoken publicly about the importance of young Delawareans learning a world language, saying that Delaware graduates who enter the job market without the ability to speak a world language other than English are at a significant disadvantage.
- Currently, most students in Delaware public schools do not begin learning another language until they reach high school. A few students have the opportunity to begin in middle school, while an even fewer number have a language learning experience of any kind in elementary school. Compared to their Asian and European peers who begin learning additional languages as early as five years old, Delaware students lag considerably behind.



Initiative Goals

- The Governor's aggressive and innovative world language education plan prepares Delaware's current and future students to communicate effectively with the rest of the world to ensure our state's position as an economic leader. Delaware students will exit their K-12 experience with high levels of language proficiency in a recognized critical needs language. World language study begins in elementary language immersion programs and continues through to college-level course work while still in high school. Students learn strategic languages that give them an academic edge.

By 2020,

1. At least 20 elementary schools (20% of Delaware's elementary schools) will have an immersion program in either Mandarin Chinese or Spanish.
2. At least 12 middle schools (33% of Delaware's middle schools) will offer two or more world languages that articulate with the district's elementary immersion program and the feeder high schools. These languages must provide students with language skills to be competitive in the global marketplace.

Video





World Language Expansion Initiative

- Proposes a world language education plan that prepares generations of Delaware students with the language skills to compete in an ever-changing global economy at home and around the world. In essence, Delaware will begin to graduate globally-competitive students with advanced-level proficiency in languages, giving them an economic edge in the multilingual and multicultural workforce of the 21st century.
- Delaware students will begin their study a foreign language in an elementary immersion program in kindergarten and continue language study into middle school. These students will be able to achieve Advanced Placement credit by the ninth grade and will be encouraged to begin study of an additional world languages.
- Students may also be able to participate in dual-credit options with Delaware institutions of higher education to further their language abilities and enter college with a number of world language credits that could easily count toward a minor or major in the language.
- Students have an advantage in the global marketplace.





What is Immersion?

- An immersion program is an education program where there is a distinctive curriculum in English and an identified second language that integrates academic content and is aligned to the Common Core State Standards for English Language Arts and mathematics and the Delaware Recommended Curriculum for all other content areas.
- There is no other type of instruction, short of living in a second-language environment, that is as successful as a partial immersion program to help students attain high levels of second language proficiency and well-developed cultural skills. The cognitive, socio-cultural, and economic benefits are great.
- Economically, the partial immersion model is also the least expensive and most sustainable way to deliver second language instruction.





In an Immersion Program:

- Students learn academic content through a second language.
- Students learn a second language by encountering and using the language in multiple meaningful contexts.
- Focus on building proficiency—being able to use the language—not on teaching grammar.
- Common Core State Standards of English Language Arts and Math are integrated in academic content.

Why?



- The **optimal window** for language acquisition is in the elementary years.
- Forty years of **research** documents the power of immersion programs
- Least expensive language instruction with the **most proficiency**



District Objectives



- Provide the educational, cognitive, socio-cultural and economic benefits of being bilingual, biliterate and multicultural.
- Prepare students for their responsibilities as global citizens
- Prepare students for cross-linguistic and cross-cultural encounters





The Benefits of Dual Immersion

- Second Language Skills: Students achieve high proficiency in the immersion language.
- Performance on Standardized Tests: Immersion students perform as well as or better than non-immersion students on standardized test in English.
- Cognitive Skills: Immersion students develop greater cognitive flexibility, demonstrating increases attention control, better memory, and superior problem-solving skills as well as an enhanced understanding of their primary language.

The Benefits of Dual Immersion...continued



- Cultural Competency: Immersion students are more aware of and generally show more positive attitudes towards other cultures and an appreciation of other people.
- Long Term Benefits: Immersion students are better prepared for the global community and job markets where 21st century skills are an asset.

Initiative Structure



- Articulate a K-12 system. Working with Delaware's institutions of higher education will ensure longer, more sustained sequences of language learning that will ultimately produce professional-level speakers of languages critical to economic competitiveness. A plan to work with Delaware institutions of higher education is included in this action plan and proposal.
- Begin language learning in an immersion program starting in kindergarten.
- Engage in collaborative learning projects with peers in partner schools in target-Language countries.
- Continue immersion experiences of content and language integration in the middle school years via innovative technology-driven approaches.
- Provide opportunities for a student to learn an additional world language in the middle school years
- Provide World Language AP Exams in 9th Grade.
- Provide opportunities to learn a 3rd World Language in high school with the ability to take an additional World Language AP Exam as a senior.
- Provide a capstone experience by working in a Dual-Credit Environment with Delaware Institutions of Higher Education to further language abilities and study-abroad options.

What to Expect in Dual Immersion

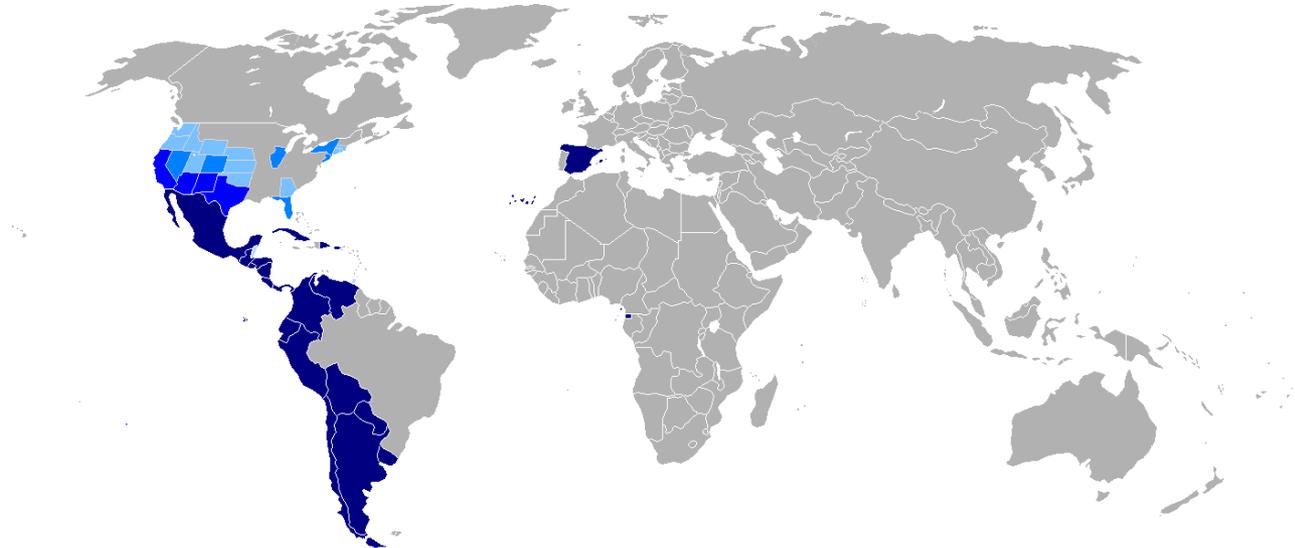


- Two teacher model
 - A proficient target language teacher teams with an existing English teacher
 - Clear and consistent separation of languages during instruction
- Daily instruction 50% in target language and 50% in English
 - Math, literacy, science, and social studies instruction through target language
 - Language arts (reading, writing, and spelling) in English
 - Art, music, & P.E. is divided between English and target language.

Why Spanish?



- There are 21 countries spread across four continents using Spanish for business, government, and daily life
- Second most frequently spoken language in the U.S.



Myth One



Myth

Learning two languages overwhelms, confuses, and/or delays acquisition of English

Fact

- Young children are capable of learning two languages
- Early dual immersion exposure
 - *does not delay* the acquisition or development of either language
 - *does not impede* academic achievement in English when both languages are supported

Program Locations



2 schools

- Spanish: John M. Clayton Elementary
- Spanish: East Millsboro Elementary



Myth Two



Myth

Native English speakers will experience academic and language delays if enrolled in dual immersion programs

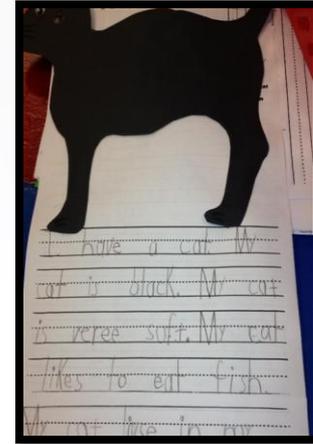
Fact

- English speakers continue to progress at a similar rate in academic ability with their peers in monolingual classes while acquiring a second language
- Dual immersion does not adversely affect native English speakers, while closing the achievement gap for ELL (English Language Learner) students

Program Assessments



- Language Arts
 - DIBELS in English (***D**ynamic **I**ndicators of **B**asic **E**arly **L**iteracy **S**kills*)
 - DIBELS in Spanish (***D**ynamic **I**ndicators of **B**asic **E**arly **L**iteracy **S**kills*)
 - Unit test Writing Prompts
- Math
 - Math Benchmark Assessments in English
- Science and Social Studies
 - Common Assessments



Parent Responsibilities



- Commit to long-term participation in immersion program
- Develop understanding of immersion education
- Read with your child in home language 20-30 min. daily
- Encourage use of target language outside of school
- Provide community support and, when possible, volunteer
- Enjoy the challenges; celebrate the results

Transportation



Parents of students who reside outside the immersion school's attendance area must provide their own transportation



Who Can Apply



- All students entering kindergarten
- Indian River School District students will be given first priority and then the program will be opened to those outside of the district if space is available.

How to Apply



- Submit application to the school by **May 26, 2013**
- Submit School Choice Form, if needed
- Notification of selection by lottery made on or before **July 1, 2013**



Lottery



- Number of spaces for enrolled students and other students based on number needed to maintain traditional and dual immersion classrooms
- Siblings of students already in immersion program given priority
- Two lottery groups to meet goal of language classroom
 - Proficient in target language
 - Proficient in English

Questions

