

# Designing the Dual Language Immersion Program Master Plan

Arlington Public Schools

Rosa G. Molina, Executive Director Association of Two-way  
Dual Language Education, (ATDLE)

Hortencia Piña, Asst. Executive Director ATDLE

Elisabeth Harrington, Supervisor of World Languages

June 02, 2021



# Agenda

- Introduction of the Task Force: Bridget Loft, Assistant Superintendent of Teaching and Learning
- Overview of the Dual Language Immersion, (DLI) visioning process
  - Updates – work to date with APS K-12 DLI Staff - Elisabeth Harrington
- The Process of Writing the Plan as a Task Force
- District Mission/Vision for Dual Language Programs – Discussion
- Rationale and benefits for DLI in APS schools and read about two different models: partial and full immersion



# Outcomes for Today's Meeting

- Meet the members of the task force and what everyone brings to this work
- Understand our task and the process
- Review our DLI history
- Describe how the DLI program responds to the Mission and Vision of the district (APS Mission and Vision)
- Read, discuss and share the compilation of research findings on DLI and two different models

# Welcome and Introduction to the Task Force

**Bridget Loft**, Assistant Superintendent of Teaching and Learning

What is a Task Force? A district and community-based group charged with the review, redesign, and recommendations of an instructional program.

A Task Force:

- Has a beginning and end with deliverables
- Incorporates dedicated internal stakeholders at the school, district office, and community levels
- Is charged with creating a Master Plan that is district-reviewed and School Board-approved

The Task Force is not:

- A district advisory, like the WLAC or ACTL
- It is not an independent group advising the district
- It is not an oversight committee

# Elementary Schools

## Claremont

## Key

Jessica Panfil, Principal

Denise Santiago, Assistant Principal

Wendy Bermudez, Coach

Meg Enriquez, Coach

Claudia Delgadillo, Teacher:  
Spanish side

Esmeralda Alomia, Teacher:  
Spanish side

Anna Engelbrecht, Teacher:  
English side

Jeremy Sullivan, Teacher: English  
side

Caitlin Sherman, Special Education

# Secondary Schools

## Gunston

Dena Gollopp, Principal  
Designee: Coach and teacher:  
Spanish language arts

Daniel Ríos, Teacher: social  
studies

Nadia Robles, Teacher: Science

Megan Stetson, Teacher: special  
education

## Wakefield

Frances Lee, Assistant Principal

Dr. Ana Muñoz-Gonzalez, Teacher:  
science

# Central Office and Syphax Community Liaisons Community

Kati Costar, Specialist: Office of English Learners

Amanda Dempsey, Arlington Tiered System of Support

Elisabeth Harrington, Supervisor of World Languages

Carolyn Jackson, Supervisor of Office of Equity and Excellence

Sarah Putnam, Director of Curriculum and Instruction

Jonathan Turrisi, Director, Planning and Evaluation

Cristina Diaz-Torres, School Board member

Adriana McQuillan, World Languages Advisory Committee Chair

## Claremont PTA:

Marisol Rocha

Melissa Schwaber

## Key PTA:

Erin Freas-Smith

Natalie Hardin

## Gunston PTA:

Lyzbeth Monard

Jenny Rizzo

## Wakefield PTA:

Cynthia

Cocuesta Cuttier

Bill Gillen





# Find your name (alpha by first name) and share what calls you to serve on this committee?

**Adrianna McQuillan** Lifelong interest in language learning and raising my own children bilingual. Knowledge of the equity component advantages are motivating to making a program like this widely accessible to those who could most benefit in the current world.

**Amanda Dempsey**- Coming from a differentiation viewpoint, ensuring that all students are getting the most out of the immersion program

**Ana Muñoz**: To improve the program for our kids. I believe it is a great program and we need to take care of it

**Bill Gillen**-My primary motivations are: 1) To be able to give back to the program and make improvements for the kids that will come in the future (knowing the benefit that my kids have gotten) and 2) to help improve the K-12 pathway so it is cohesive and healthy at all levels.

**Caitlin Sherman**- I love working in immersion- the culture, the language, and the community. I look forward to continuing my support of the program and helping it grow with APS.

**Claudia Delgadillo**  
To build up from the strengths of our program and achieve biliteracy for all students

**Cristina Diaz-Torres** - I was also a Spanish language learner by immersion and know how rewarding bilingualism can be. I'm especially interested in establishing the long term vision for the program so that we can begin to plan to support it 10, 20, 30+ years down the road.

**Cynthia Cocuesta Cuttier** I want this program to be stronger and make Spanish as important as English. Have more social life in Spanish but guided

**Daniel Rios**: To help APS provide equal education opportunities for all students in the dual language/immersion program.

**Dena Gollopp**: I have dedicated my career in APS to Middle School Spanish Language Arts. I often refer to it as my first born so, it is very near and dear to my heart as is the program.

**Denise Santiago**- I believe dual language education makes the difference for our students. 20 + years involve in the progra,

**Elisabeth Harrington**: This work feeds my soul. It is making data-driven decisions to obtain better results.

**Erin Freas-Smith**-I joined the process to help facilitate transparency with the Key community, in support of access for all

**Esmeralda Alomia** The committee invites me to respond to the service in the community. I spent 10 years in immersion program in NC with model 90-10.

**Frances Lee**- I came to Arlington specifically for this program and spent 10 years as an immersion elem. teacher. Our program is excellent but we have research we can use to improve further.

**Jenny Rizzo** I want to see all families INFORMED OF of the program; for the program to be AVAILABLE to all families who want it, and for the program to be ACCESSIBLE to all families who want it

**Jeremy Sullivan**: I believe in what we do and want to celebrate and advocate for it in any way I can.





# Find your name and share what calls you to serve on this committee?

Jessica Panfil-Passionate advocate for dual language educational opportunities for all students; strengthening programmatic structures to support students' success in Spanish & English

Meg Enriquez- Analyzing and using the data to ensure we continue to have a strong DLI program that meets the needs of APS students. Value the program as a mom, and former

Sarah Putnam - support for the K-12 DLI program and positive outcomes for our students

Jonathan Turrisi: I have worked in an Immersion school throughout my career and seen firsthand how transformative a bilingual education is for students. Want to help APS continue to be a leader in DLI

Megan Stetson-I am new to the middle school and Immersion world and I am excited to learn more and to represent the special ed population for this task force

Wendy Bermudez - I was in a dual language program in elementary school when I arrived to the US. I credit that program with helping me develop a love of

Kati Costar - My teaching career started in immersion and I want to be involved with what supports ELs.

Melissa Schwaber: Strengthen the K12 pathway for all students, including SpEd Students. Increase access to families wanting DLI for their children

Hortencia Piña- a teacher, admin and a mom of two daughters who graduated with dual language seal

Laura Mufson ( substitute: Anna Engelbrecht) This is my 4th year in immersion and I love watching children develop their language skills.

Nadia Robles  
It's a great blessing to be in the program and it is amazing opportunity to students. I would love to help in any way to see it stronger..

Carolyn Jackson: Call to serve: Many years at Gunston and opening Claremont w/Cintia Johnson drives me to support students and families in dual Spanish Immersion. More Black students need to access this opportunity and be supported with resources.

Lyzbeth Monard- I am passionate about immersion. I am a native spanish speaker and want all the spanish speakers families have access to the program

Natalie Hardin: to help keep the DL/I program in Arlington continue to strengthen so that students and parents can have access for all that would like it

Marizol Rocha

Rosa Molina Ensure that students in DLI are fully participating in a K-12 pathway that results in Bil/Bil graduates.

# Master Plan Work

ATDLE – Tech Support

Work outlined

Timelines set

Work Responsibilities Set

# TASK FORCE MEETINGS

## Meeting # 1 June 2 3:30-5:30

- **Setting the Charge** for writing a district Master Plan
- Goals and timelines
- Working Agreements
- Setting the Rationale for DLI
- Reviewing the District Vision, Mission and Dual Language Immersion program implementation

## Meeting# 2 August 24 2:15-4:15

- Reviewing the DLI Research
- Principles of Dual Language Immersion Education
  - Data from Staff Meeting

# TASK FORCE MEETINGS

Meeting # 3 August 25 12:30-2:30

Outlining the K-12 Pathway  
Elementary Program Model  
Middle School Program Model  
High School Program Options  
Schedules  
Program Policies

Meeting # 4 Sept. 20, 3:30-5:30

- Marketing Strategies
- World Language HS Placement
- Virginia State Seal of Biliteracy

# TASK FORCE MEETINGS

Meeting # 5 Nov. 01, 3:30-5:30

Recruitment Policies and Structures  
Staffing  
Credential Requirements  
Language Requirements  
Update from Community Facilities Meetings as related to DLI implementation K-12

Meeting # 6 Dec. 06 3:30-5:30

Finalizing K-12 Program Pathway  
Assessment and Accountability Matrix  
Finalizing the DLI Program Recommendations to the APS governing board  
Update from Community Facilities

# TASK FORCE MEETINGS

Determine if we need one more meeting

Final review of the master plan

Submittal to the Superintendent & Governing Board

# Working Agreements

- **Commitment to work as a committee to develop a master plan** that will be presented to the Superintendent and leadership team and the School Board upon its completion
- **Commitment to work together and to stay open to new ideas**, research and programmatic options to best meet the needs of the Dual Language Immersion students/families: biliteracy and bilingualism, cultural competence, and close the achievement gap.
- **Commitment to complete the work and respect the outcomes** of the committee's discussions and decisions
- **Commitment to presuming positive intentions**

# Group Responsibilities

- Committee members **must attend all seven meetings**; if sending a representative, should brief the representative on the work to date
- Commitment to **read and understand the research and data** from engaging with one another to develop the master plan for APS
- **Allow all voices/perspectives to be heard** – “say it once and say it well” – defer to others (Short runway)



# The Inception of the DLI Program in APS

- **Founded in 1986** with 18 students after the neighborhood school experienced changing demographics
  - designed to serve 50% English speakers and 50% Spanish speakers (otherwise known as Two Way Immersion)
- **The first program** was a **partial immersion** Spanish/English language program at **Key Elementary** (meaning 50% of instruction in English and 50% instruction in Spanish)
- **The program expanded** within the district
  - 1995, Key became an all-Dual Language Immersion school with 550 students.
  - 1992, DLI was implemented at Oakridge and Abingdon

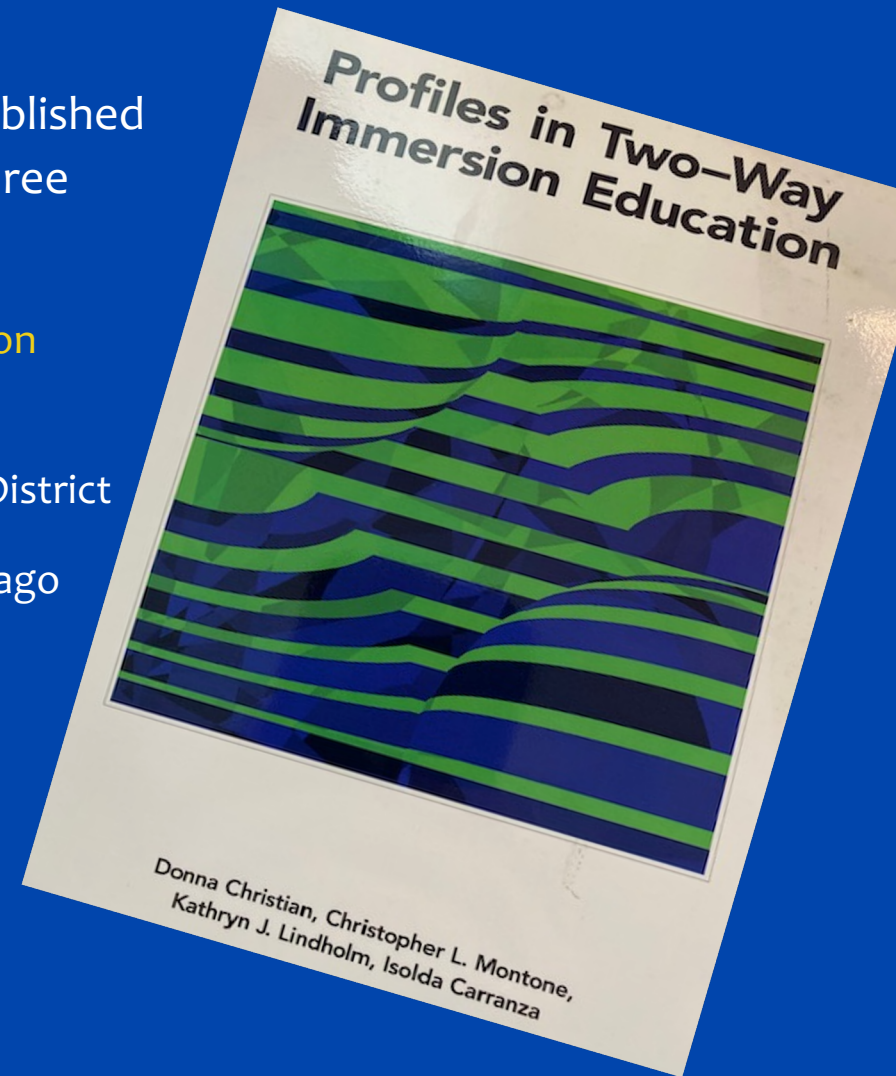
# APS DLI Program Grows and Expands

- Incorporated full inclusion Special Ed students
- **APS replicated Key School** by consolidating Oakridge and Abingdon into **Claremont Immersion School** with 252 students (2003) serving the Western part of Arlington. The schools' combined student population exceeded 1500
- **APS grew the Dual Language pathway**
  - 1991 Williamsburg Middle School
  - 1997 Middle school program moved to **Gunston**
  - 2000 Wakefield High School (K-12 pathway)

# Recognitions in Two-Way Immersion

Center for Applied Linguistics (CAL) published their book following the progress of three programs in the United States:

- **Francis Scott Key Elementary** - Arlington County Public School Virginia
- **River Glen** in San Jose Unified School District
- **Inter-American Magnet School** in Chicago Public Schools



APS DLI leadership and schools receive awards from the Embassy of Spain



Let's Begin...  
Hay vamos...

# District Mission and Vision

- Review the Mission and Vision Statement for the District
- Connect the work with the Mission & Vision statements
- Create the Rationale for the realignment of DLI Programs in APS

# Link to APS Mission and Vision

## APS Overview

### MISSION

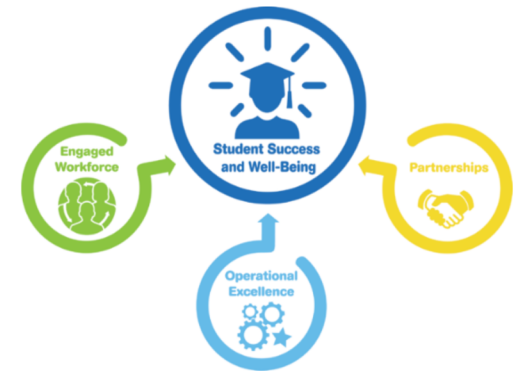
To ensure all students learn and thrive in safe, healthy, and supportive learning environments

### VISION

To be an inclusive community that empowers all students to foster their dreams, explore their possibilities, and create their futures

### CORE VALUES

- **Excellence:** Ensure all students receive an exemplary education that is academically challenging and meets their social and emotional needs.
- **Equity:** Eliminate opportunity gaps and achieve excellence by providing access to schools, resources, and learning opportunities according to each student's unique needs.
- **Inclusivity:** Strengthen our community by valuing people for who they are, nurturing our diversity, and embracing the contributions of all students, families, and staff.
- **Integrity:** Build trust by acting honestly, openly, ethically, and respectfully.
- **Collaboration:** Foster partnerships with families, community, and staff to support the success of our students.
- **Innovation:** Engage in forward-thinking to identify bold ideas that enable us to be responsive to the expectations of our organization and community while cultivating creativity, critical thinking, and resourcefulness in our students.
- **Stewardship:** Manage our resources to honor the community's investment in our schools; create safe, healthy, and environmentally sustainable learning environments; support civic and community engagement; and serve current and future generations.



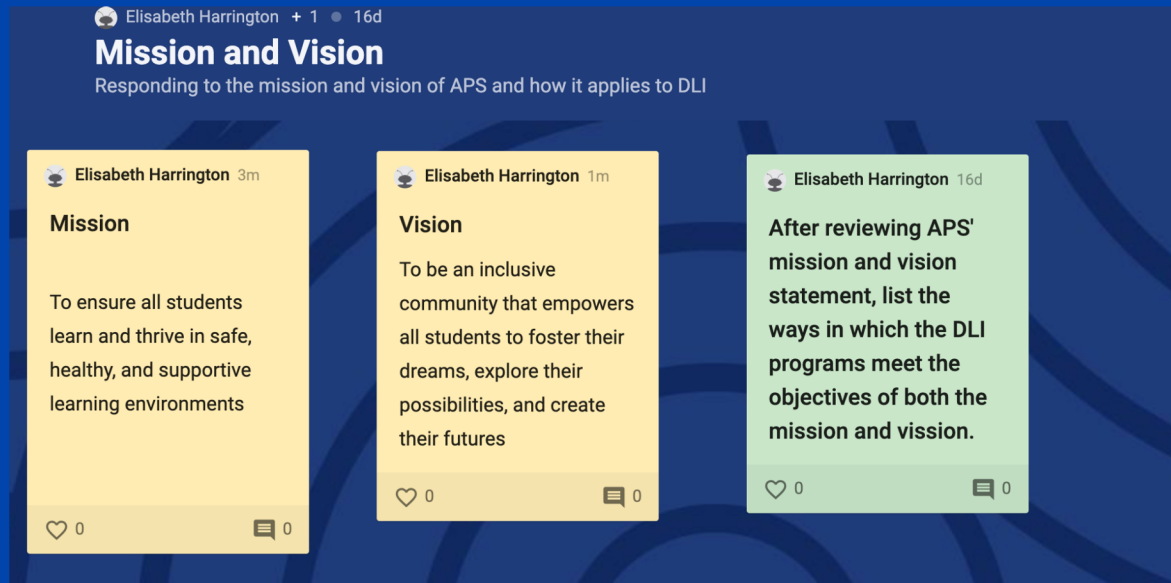
# Link to the Padlet

## MISSION

To ensure all students learn and thrive in safe, healthy, and supportive learning environments

## VISION

To be an inclusive community that empowers all students to foster their dreams, explore their possibilities, and create their futures



The screenshot shows a Padlet board titled "Mission and Vision" by Elisabeth Harrington, created 16 days ago. The board contains three sticky notes:

- Mission:** To ensure all students learn and thrive in safe, healthy, and supportive learning environments.
- Vision:** To be an inclusive community that empowers all students to foster their dreams, explore their possibilities, and create their futures.
- Task:** After reviewing APS' mission and vision statement, list the ways in which the DLI programs meet the objectives of both the mission and vision.



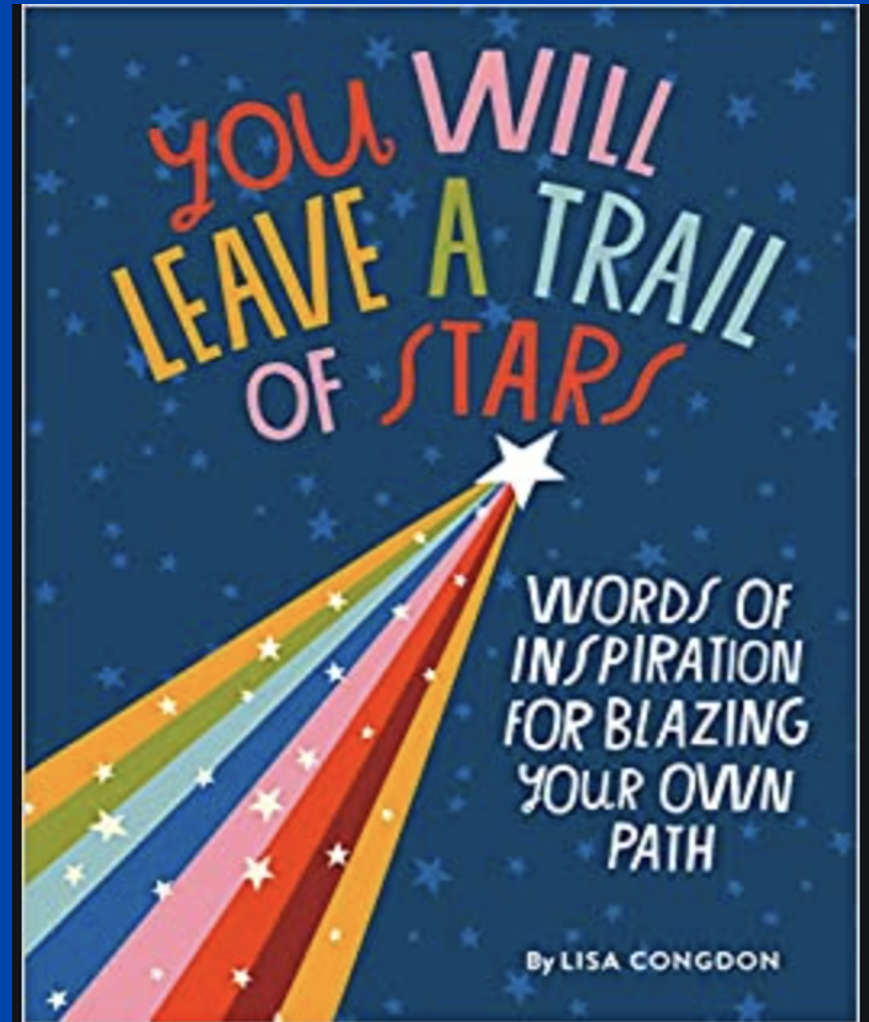
# Work to Date


- Program Evaluation
- Inservice of all DLI Teachers and Administrators
- Research reviewed
- Review of the Guiding Principles, (GP) of Dual Language Education and the alignment of APS programs to the GP of DLI.
- Planning Meetings with Principals, Office of Planning and Evaluation, Department of Teaching and Learning.





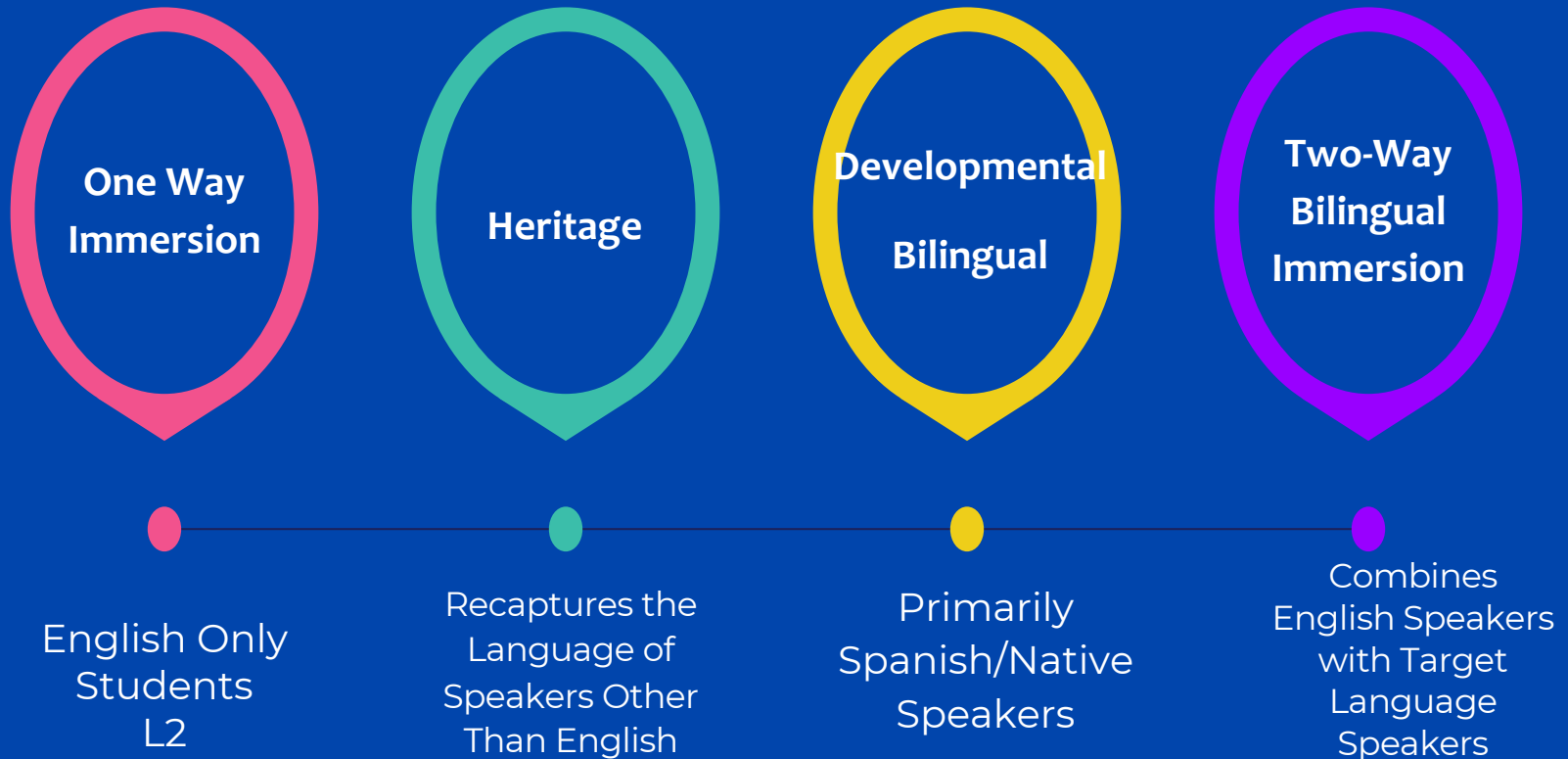
APS is and  
continues to be  
Trailblazers for DLI!





# Program Elements of DLI

# Dual Language Immersion Programs in the US



# Variances in Two-Way Program Models

## 90/10 Programs

**Early full immersion** programs for English speakers and target language speaking students

**Sequential bilingual program** where students learn to read in the target language first and add on English reading

**Early foundation in Spanish reading** leads to stronger Spanish skills in the upper elementary levels

**Students demonstrate strong academic skills in both languages by 7th and 8th grades** closing the academic gaps between English and Native Language (ELs) speakers

## 50/50 Programs

**Partial Immersion** programs for English speakers and target language speakers.

**Simultaneous Bilingual Program** where all students learn to read in both languages at the same time.

Studies demonstrate that **English speakers in DLI outscore their English speaking counterparts in a monolingual program by 5th grade in English proficiency levels.**

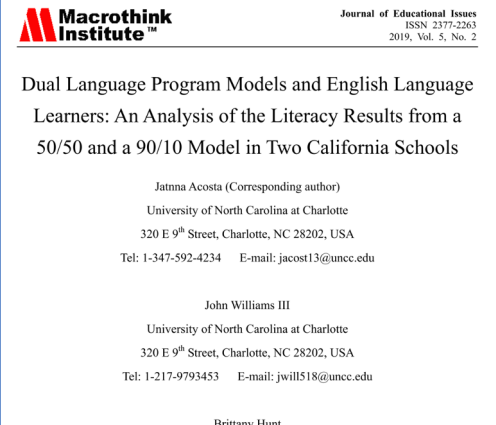
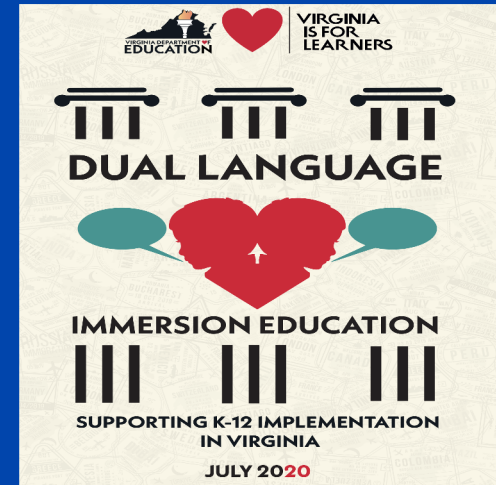
**Native Speakers (ELs) in DLI** achieve higher levels of academic achievement in English as compared to their peers in EO programs.

**Studies also demonstrate that Spanish proficiency levels are not as strong in students in 50/50 programs compared to students in 90/10.**



# Research Review

1. Group 1: [Dual Language Immersion Education, Supporting K-12 Implementation in Virginia](#)
1. Group 2: [Dual Language Immersion Education, Supporting K-12 Implementation in Virginia](#)
1. Group 3: [Dual Language Program Models and English Language Learners: An Analysis of the Literacy Results from a 50/50 and a 90/10 Model in Two California Schools](#)
1. Group 4: [Dual Language Program Models and English Language Learners: An Analysis of the Literacy Results from a 50/50 and a 90/10 Model in Two California Schools](#)



# Links to Breakout Rooms for reading and discussion (50 minutes)

[Group 1](#): Sarah Putnam, Jessica Panfil, Cristina Diaz-Torres, Daniel Ríos, Claudia Delgadillo, Natalie Hardin, Jenny Rizzo, Bill Gillen

[Group 2](#): Kati Costar, Meg Enriquez, Nadia Robles, Anna Engelbrecht, Caitlin Sherman, Carolyn Jackson, Melissa Schwaber

[Group 3](#): Dena Gollopp, Denise Santiago, Frances Lee, Jeremy Sullivan, Megan Stetson, Adrienne McQuillan, Marizol Rocha

[Group 4](#): Ana Muñoz, Wendy Bermudez, Amanda Dempsey, Esmeralda Alomia, Jonathan Turrisi, Erin Freas-Smith, Lizbeth Monard, Cynthia Cocuesta Cuttier

# Breakout Room Share-out

Facilitators, please share your screen and “elevator pitch”

Group 1: Sarah Putnam

Group 2: Kati Costar

Group 3: Dena Gollopp

Group 4: Ana Muñoz



Participants, please share your feedback in the chat and in our exit ticket



SO....

- After understanding our task and the process
- After reviewing our DLI history
- After describing how the DLI program responds to APS' Mission and Vision
- After reading, discussing and sharing the compilation of research findings on DLI

It is time to Re-Visit Our Thinking and  
Get to Work!



# Timeline

June  
2

August  
23 & 24

September  
20

October  
18

November  
1

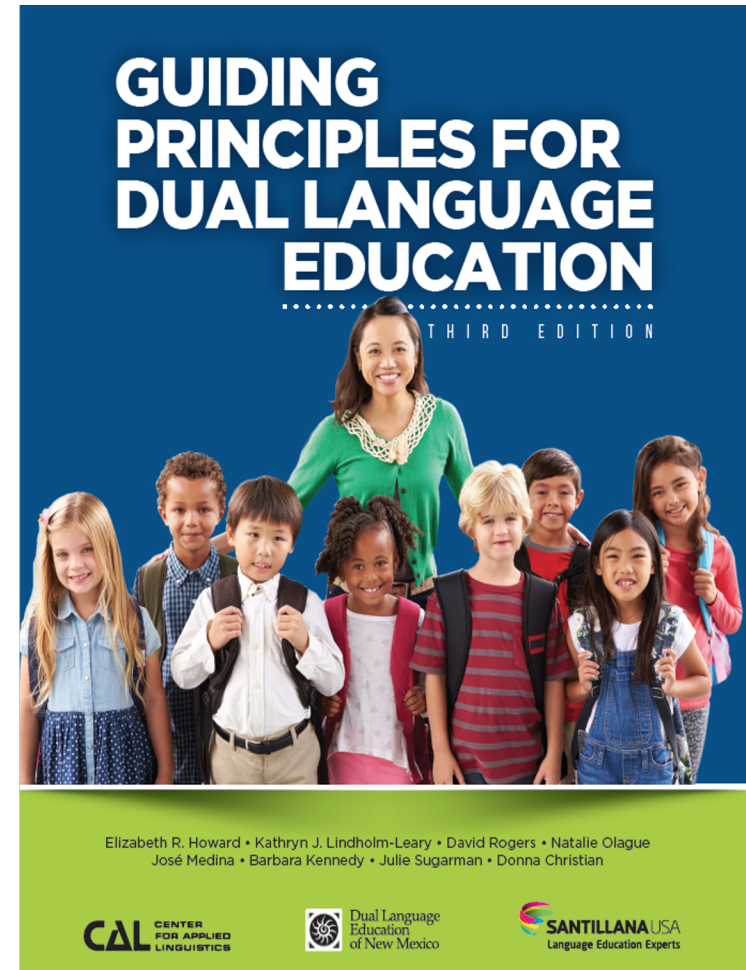
December  
6

# Housekeeping

[Check your name](#) for the “Expert Group” on the DLI master staff list as you come into the meeting and rename yourself in Zoom adding your breakout group # before your name. This is important for forming the groups.

[Guiding Principles for Dual Language Education](#)

[Download for free](#)





# Exit Ticket: As you consider the work ahead...

1. Which of your skills might this call for?
1. What do you need to pay attention to in yourself as we move forward?

Respond using [this Padlet](#). (responses are anonymous)

**Questions regarding our Task Force work June 02, 2021**  
Your turn!

<p><b>Which of your skills might this call for?</b></p> <p>One of my skills this may call for is...</p> 	<p><b>What might you need to pay attention to in yourself as we move forward in this work?</b></p> <p>As I move forward in this work, I may need to pay attention to...</p> 	<p><b>Any questions you might have for us at this point in time.</b></p> <p>What about...? How about...? Why are...? When might...?</p> 
<p><b>Example:</b> I am good at summarizing.</p>	<p><b>Example:</b> I need to pay attention to paraphrasing to make sure people feel listened to.</p>	<p><b>Example:</b> Why are we doing this revisioning now?</p>

