



Dual Language Immersion Kinder Session 3

January 12th, 2023

WHO WE ARE

Wendy Bermúdez,
Dual Language Immersion
Coordinator



Elisabeth Lúa,
Family and Community
Engagement Coordinator
(FACE)

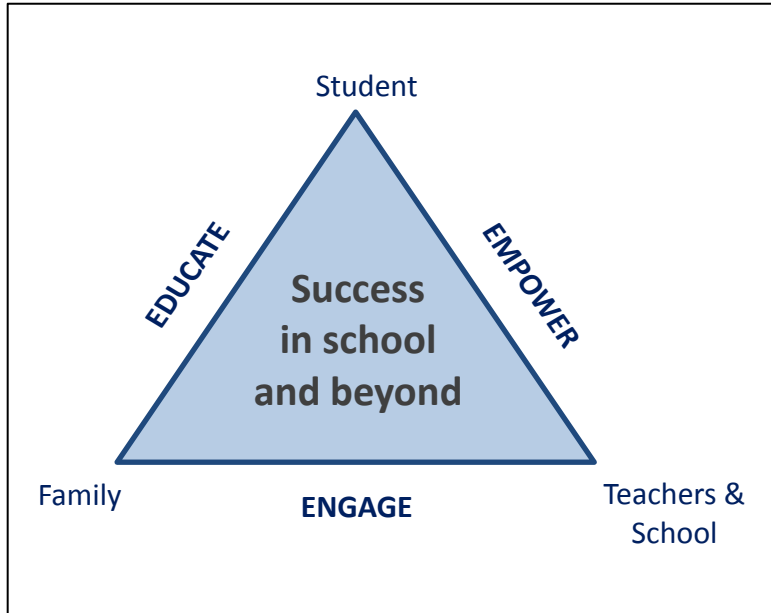


Agenda

1. Welcome: Purpose & Goal
2. Today's Learning Objectives
3. Community Activity
4. Short Recap of Our Last Two Sessions
5. Challenges & Resources to Support our Students
6. Explore & Ask Questions



Purpose



Goal

To support kinder families as we transition to the 80/20 program model.

Session 1: Introduction to DLI at APS

Session 2: Bilingualism/Biliteracy in an 80/20 Model

Session 3: Supporting our Students in the DLI Program

GET TO KNOW EACH OTHER

1. Find someone who is wearing the same color top as you and introduce yourself.
2. Find someone whose student goes to a different immersion school and introduce yourself.
3. If you are a new immersion parent, find an experienced immersion parent and introduce yourself. If you are an experienced immersion parent, find a parent new to the program and introduce yourself.
4. Find 1-2 people from your school that you would like to get to know more about (*someone who speaks your home language and someone who speaks the target language*)



Escuela Key
ELEMENTARY



ESCUELA ELEMENTAL DE INMERSIÓN
CLAREMONT
IMMERSION ELEMENTARY SCHOOL

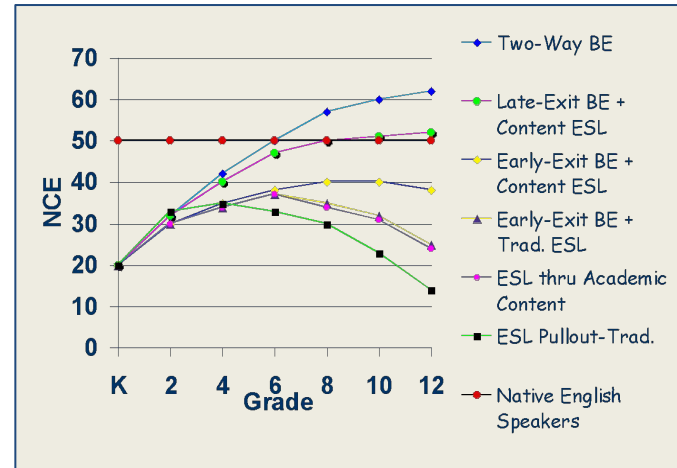
REVIEW OF SESSIONS 1

Objective: To understand the **pillars** and **key features** of Dual Language Immersion (DLI) Education.

- Bilingualism & biliteracy;
- High academic achievement for all
- Develop cultural competence

In general, English home language and Spanish home language/bilingual students do as well as or better on standardized tests given in English than their peers in English-only classrooms.

(Lindholm-Leary & Genesee, 2014)

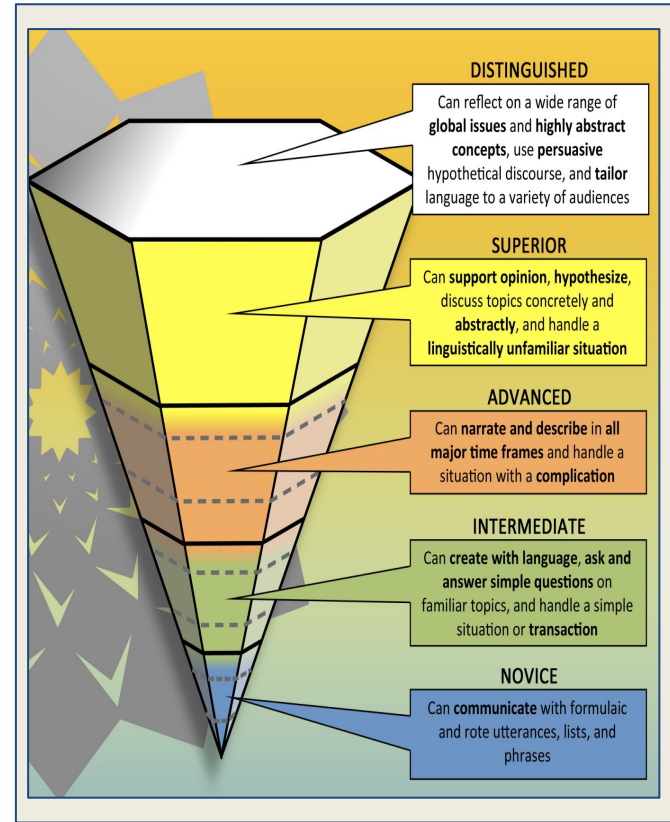


English Learners Long Term K-12 Achievement on Standardized Tests in English Reading Compared Across Seven Program Models (Thomas & Collier, 2000-2019)

REVIEW OF SESSIONS 2

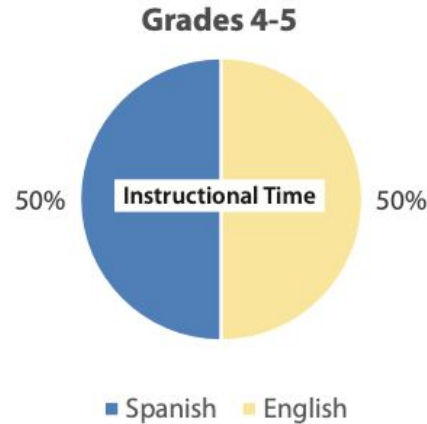
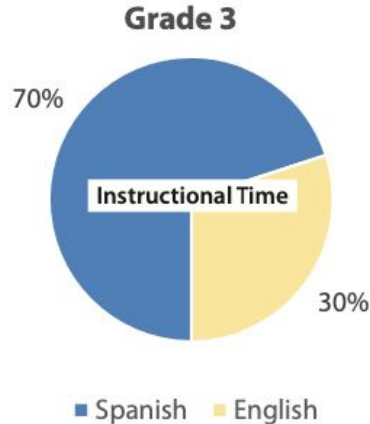
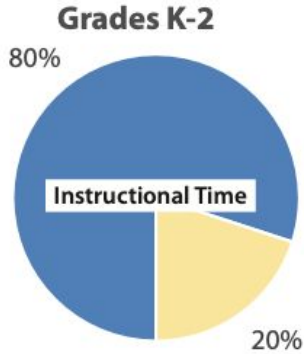
Objective: To understand what **bilingual and biliteracy development** typically looks like and how APS plans to **implement the 80/20 DLI model**.

For fifth grade elementary school students, the goal is to reach the **Intermediate low-mid** range of the ACTFL Proficiency Levels.



REVIEW OF SESSIONS 2

FULL Immersion INSTRUCTIONAL TIME



Roll-Out Years	Grades Affected
2023-24	Kinder and First Grade
2024-25	Second Grade
2025-26	Third Grade

Both 50/50 and 80/20 models have been found to effectively achieve the goals of bilingualism and biliteracy; while both program designs show good results in English, an 80:20 model has been shown to create higher levels of literacy in the target language (Spanish) students are studying as well as English.

Content Objective

I **understand** the challenges that students will face on the pathway to bilingualism and how to respond to them.

Language Objective

I can **brainstorm and explain** how parents and the school can work together to support all our DLI students.

Challenges

Power of
English

Standardized
Tests

Learning
Difficulties

Monolingual
Parents

Opportunities

TASK - To do

1. You have 8 scenario cards.
2. We will guide you through the scenarios as you discuss possible answers with your table/group.



Scenario #2

A Spanish-speaking parent can't understand why her son only wants to speak English at home, but she thinks he will be able to use Spanish with his grandparents when they come to visit next year from California. What does the research say about this?

- a. Once the child's grandparents speak to him in Spanish, he will automatically respond in that language.
- b. He will respond in Spanish because he is bilingual.
- c. Because he is bilingual, he will respond in Spanish.

(Carter, 2010)



Scenario #1

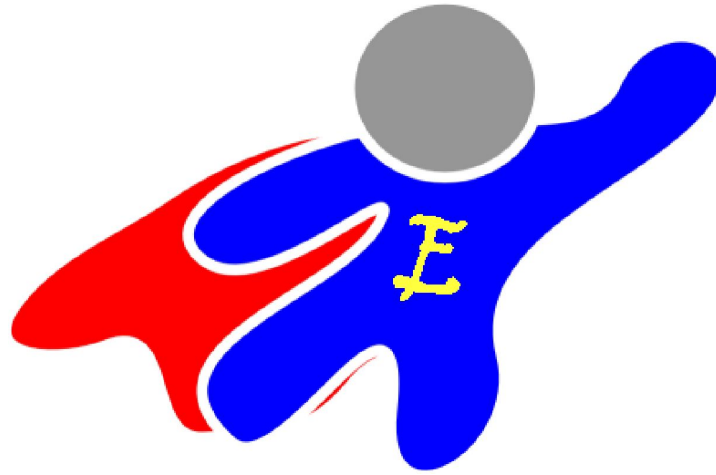
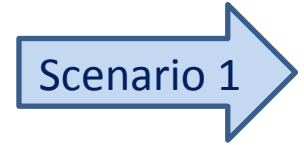
A parent is visiting her child's grade 5 DLI classroom during Spanish instructional time and is surprised to hear some students using English in small group work. What might be the explanation?

- a. An English-speaking student asked everyone to please speak English.
- b. Research shows that all DLI students prefer English by grade 4 or 5, so they sometimes fall into English when working in groups.
- c. In a dual immersion classroom, students can choose to speak either language and this group chose English.

Scenario 2

14

Challenge #1



The Power of English



Scenario #1

A parent is visiting their child's grade 5 DLI classroom during Spanish instructional time and is surprised to hear some students using English in small group work. What might be the explanation?

- a. An English-speaking student asked everyone to please speak English.
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- c. In a dual immersion classroom, students can choose to speak either language and this group chose English.



Scenario #2

A Spanish-speaking parent can't understand why her son only wants to speak English at home, but she thinks he will be able to use Spanish with his grandparents when they come to visit next year from California. What does the research say about this?

- a. Once the child's grandparents speak to him in Spanish, he will automatically respond in that language.
- b. Her son is in a dual language program so will be able to speak both languages equally well.
- c. By not speaking Spanish at home, her son risks not being able to communicate with his grandparents.

WHAT DO THESE SCENARIOS TELL US ABOUT THE POWER OF ENGLISH?

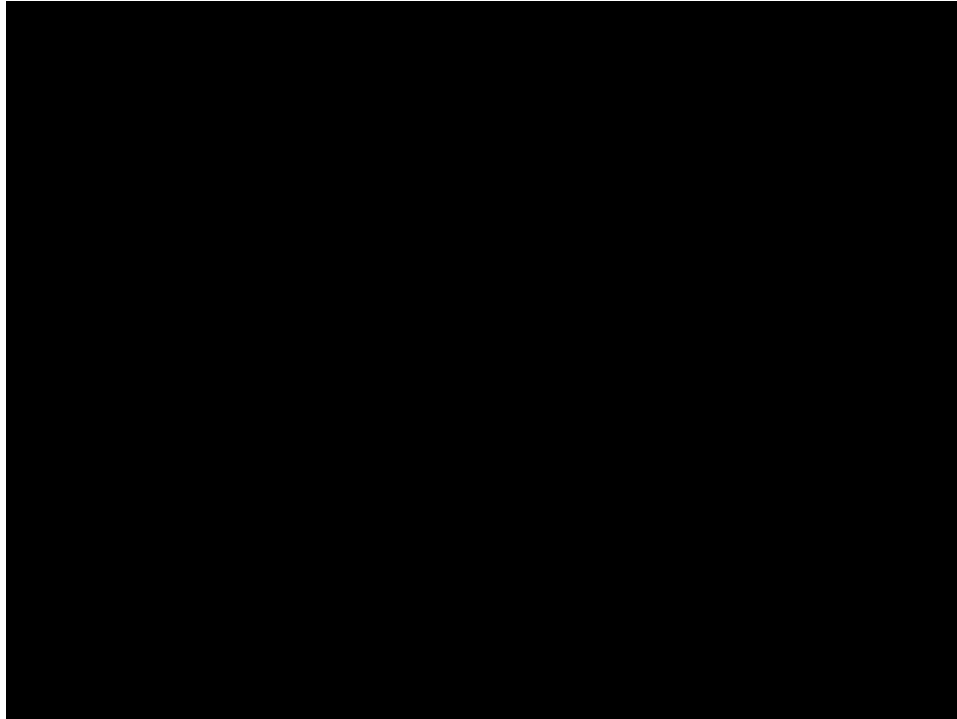
How we support at school?

- Make learning fun and interactive!
- Help students develop pride in their native language and culture so they learn to appreciate other languages and cultures
- Have conversations about the long-term benefits of bilingualism

How can we support at home?

- Remind your child of the value of bilingualism and offer encouragement, praise, and support.
- Your greatest resource is each other-- schedule playdates with friends who speak the target language

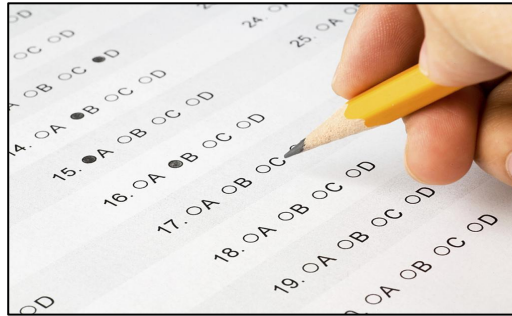
IMMERSION 11TH GRADER AT WAKEFIELD



Challenge #2

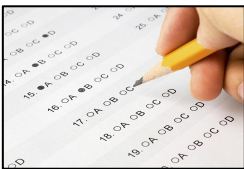
Scenario 3

STATEWIDE TESTING



Pixabay

Reading, Mathematics, Science

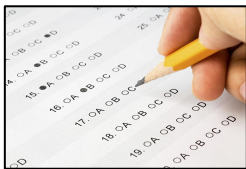


Scenario #3

Scenario 4

Third grade DLI students are getting ready to take the state's English reading test for the first time. Parents may be worried about their child's performance. Which of these statements might reassure them?

- a. Children will do fine on the state tests, even if they have not had much English instruction.
- b. Students may not perform at grade level in reading by grade 3, and this lag is to be expected.
- c. The lag is temporary. In general, by middle school students do as well or better on standardized tests than their non-DLI peers.



Scenario #4

Parents wonder how their middle-schooler will do on the state math test since the test is given in English. What can we say, in general, about middle school test results?

- a. DLI students always do better than their peers in English-only classrooms on standardized math tests given in English.
- b. DLI students do as well as or better than their peers in English-only classrooms on standardized math tests given in English.
- c. DLI students show a lag in math skills throughout middle and high school.

WHAT DO THESE SCENARIOS TELL US ABOUT THE STRESS CAUSED BY STATEWIDE TESTING?

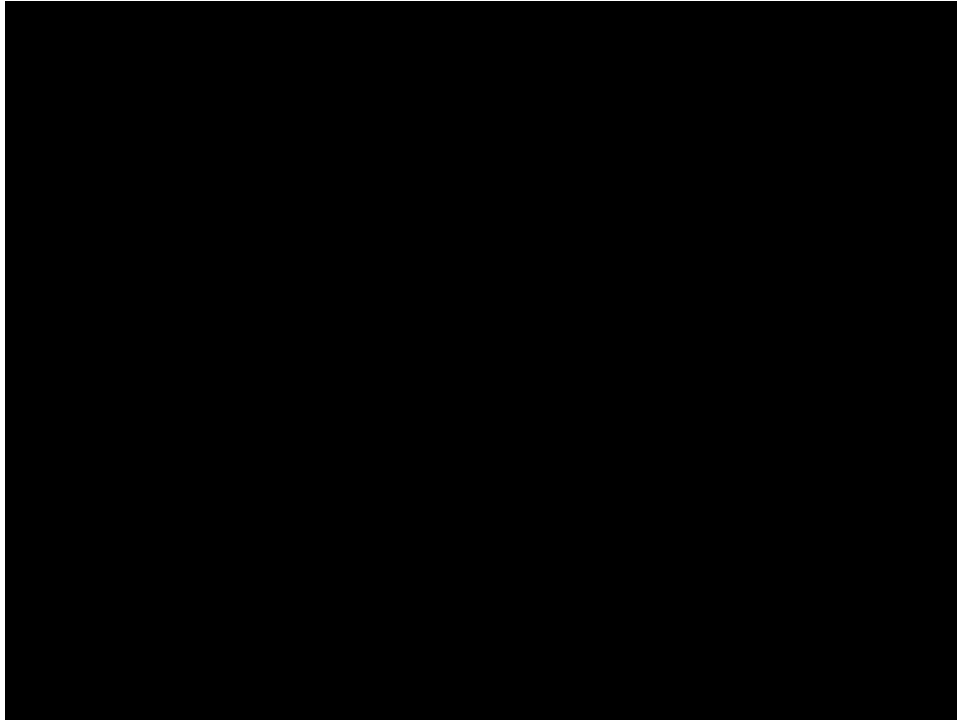
How we support at school?

- Immersion teachers deliver the same core APS curriculum content and standards as traditional classroom teachers
- Help students make cross-language connections
- Develop students' academic language in the two languages

How can we support at home?

- Remember that it takes time for positive academic outcomes to appear
- Have conversations about the many benefits that are not measured on a standardized test

IMMERSION 11TH GRADER AT WAKEFIELD



Challenge #3



Learning difficulties and disabilities



Scenario #5

Scenario 6

A parent wonders if his daughter, who has learning difficulties in her first language, should transfer to a monolingual school. Which of these statements are true?

- a. Children who have learning difficulties in a bilingual setting will have the same challenges in a monolingual environment.
- b. Bilingual students are at greater risk of having learning difficulties than those children learning in only one language.
- c. With proper support, all children, including those with language and learning difficulties, can acquire a second language.

(Lowry, 2012)



Scenario #6

A parent is worried about her son, who has been diagnosed with a learning disability. Which of these questions should she ask ?

- a) What kinds of speech-language and special education services are available at your school?
- b) How will you support my child's development in both languages?
- c) How can I support my child's development at home?

(all three are correct)



What research tells us

- Children can acquire competence in two languages at the same time, within the limits of their learning ability, as long as there are adequate supports in place.
- Bilingual children are not at greater risk for learning disabilities than children who learn only one language.
- Parents are advised to make a long term commitment to DLI and to continue working with the school to ensure all our students are successful.

WHAT DO THESE SCENARIOS TELL ABOUT SPECIAL EDUCATION AND DUAL LANGUAGE PROGRAMS?

How we support at school?

- Continually assess students' skills and determine needs
- Teachers collaborate to adapt lessons to support students' needs in the two languages

How can we support at home?

- Understand the learning disability and goals set
- Consistent communication with the school

Challenge #4

Bilingual kids



- Monolingual parents



Scenario #7

A parent is afraid she won't be able to help her son with his homework if she doesn't speak both languages. What could she do?

- a. Use her native language to talk to her son about what he is learning. Ask him to explain to her any new concepts so that she can be sure he understands them.
- b. For homework in the second language, encourage her child to focus on what he CAN do first. See what's left and have her son ask the teacher about it the next day.
- c. Find a “study buddy” who could help him.

(All three are correct)



Scenario #8

A parent wants to help her daughter develop her reading skills in English and Spanish, even if she doesn't know both languages herself. What could she do?

- a. Read with her child in her home language, listen to her child read in the second language.
- b. Do her best to read with her in the second language, even if she is not a fluent reader in that language – it's better than nothing.
- c. She shouldn't worry about reading in English at home. She'll get enough of that at school.

WHAT DO THESE SCENARIOS TELL US ABOUT HOW DIFFERENT FAMILIES CAN SUPPORT **DLI** STUDENTS?

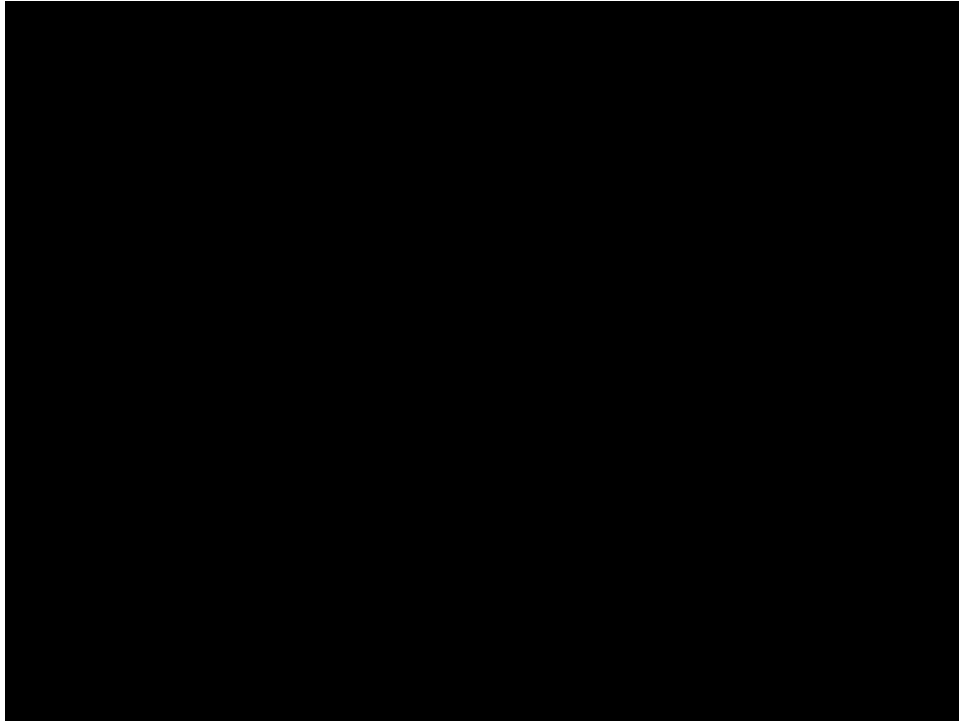
How we support at school?

- Communicate about what students are learning
- Share educational resources

How can we support at home?

- Support in YOUR home language
- Seek other opportunities for your child to engage in the second language

IMMERSION 12TH GRADER AT WAKEFIELD



RESPONDING TO THESE CHALLENGES

What would you first step to support your child?

You continue to be concerned about your child, what would be the second step?



ACTIVITY #2

Vamos a interactuar un poco viendo nuestro conocimiento sobre el aprendizaje de un idioma.

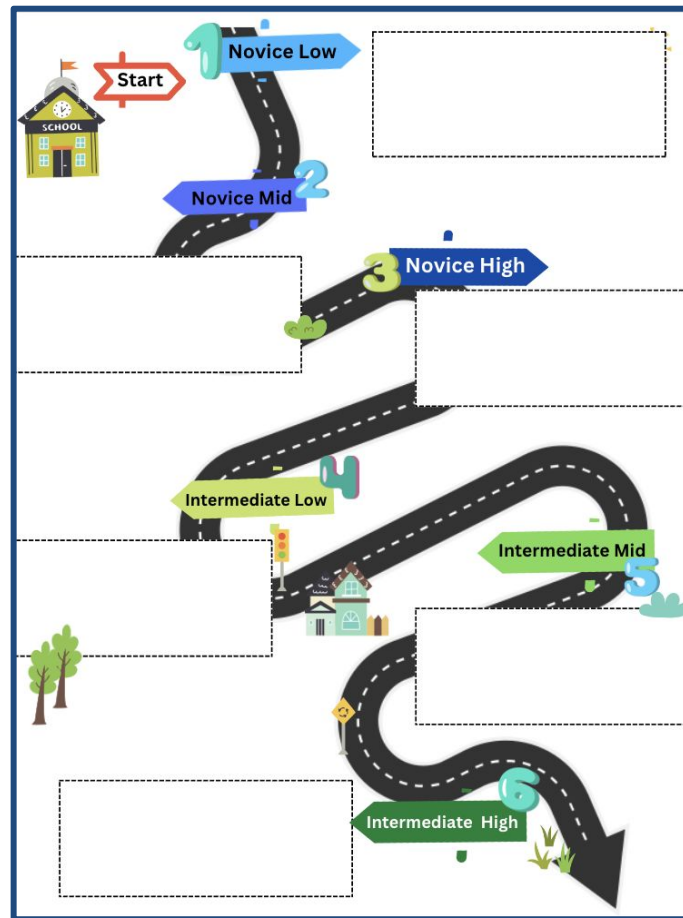
Paso 1: Leer las fichas.

Paso 2: Colaborar con sus compañeros de mesa para seleccionar el lugar adecuado de cada ficha.

Step 1: Read the cards.

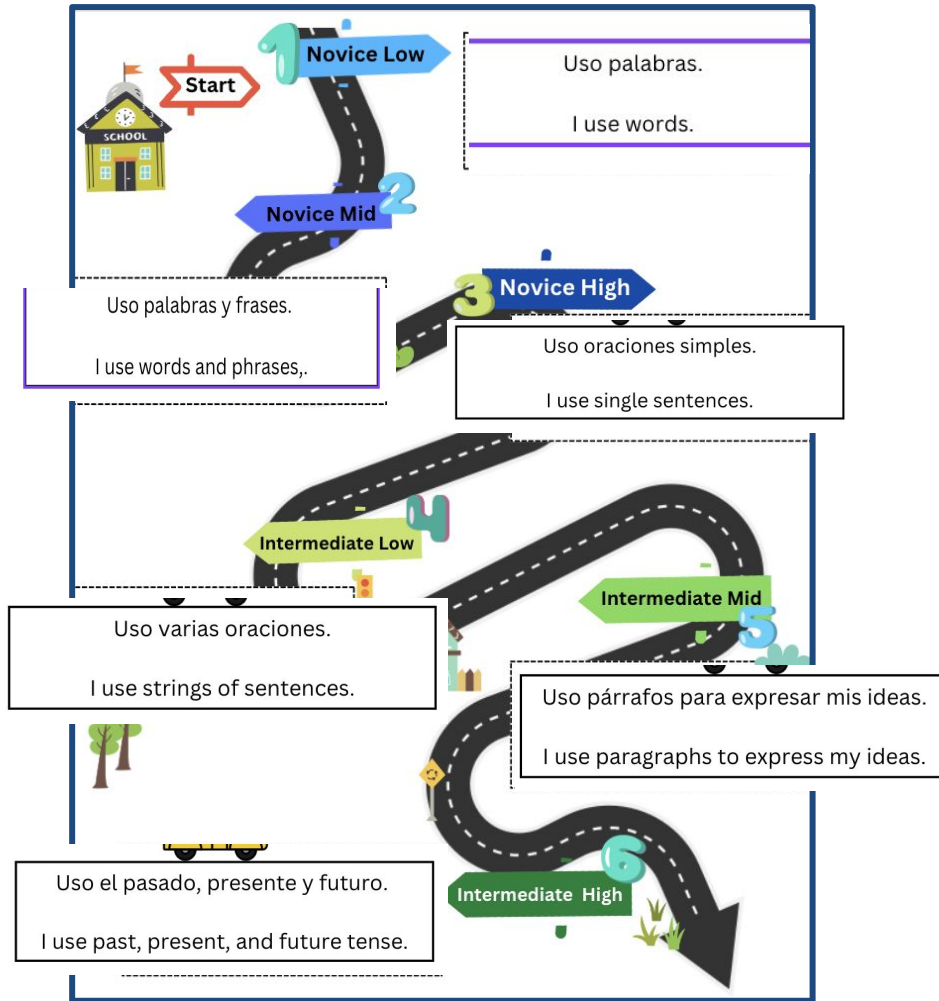
Step 2: Collaborate with your table group to find best place for your card.

5 minutos



Resultados

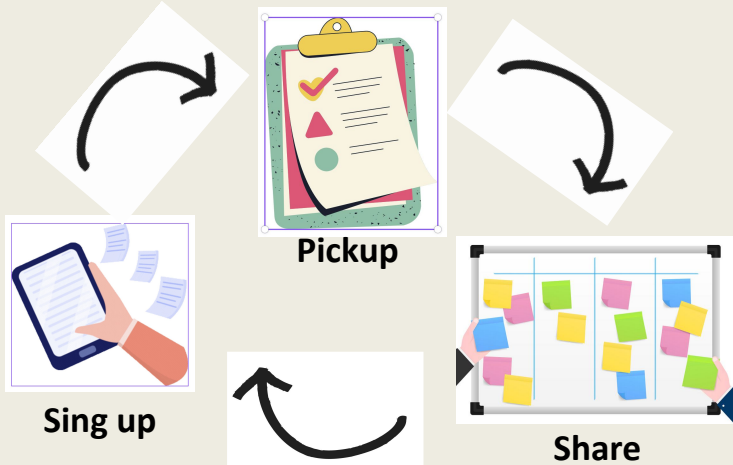
Answers



CENTERS WITH PRACTICAL RESOURCES

Center#1: Resources

- **Sign** up to connect with other parents
- **Pickup** a list of resources
- **Share** some advice or resources

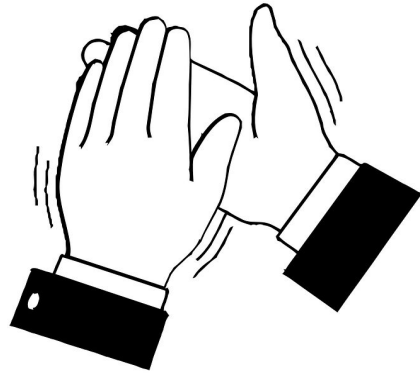


Center #2: What do we learn?

- Look at **instructional resources** we will be using in Spanish language arts next year
- Sample biliteracy **instructional guide** for first grade



WELL DONE!



¡MUY BIEN!

We thank you for coming this evening
and for your active participation!



References

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