

# Dual Language and Spanish Immersion

Parent Information



# AGENDA

Program Overview



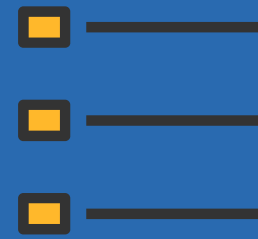
AHISD Outcomes



Considerations



Process



For the good of the group questions- during presentation  
Individual student or situational questions- after presentation

# STAFF INTRODUCTIONS



**Dr. Jimmie Walker, Executive Director of Curriculum and Instruction**

**Mrs. Lori Garcia, Assistant**

**Ms. Susan Peery, Principal Howard**

**Cambridge and Woodridge Administrators**

---

## PROGRAM OVERVIEW

1

- Definitions
- History
- Across US
- Research Summary
- Guiding Principles



# IMMERSION DEFINED

“

A method of instruction in which regular school curriculum is taught through two languages in an instructional setting

- One Way Immersion (Spanish Immersion)
- Two-Way . Immersion (Dual Language)

# HISTORY

1970

## First Elementary Immersion Programs

Canadian Immersion Program

French/ English



1998

## First Alamo Heights Immersion Program

Cambridge Elementary

Spanish/ English

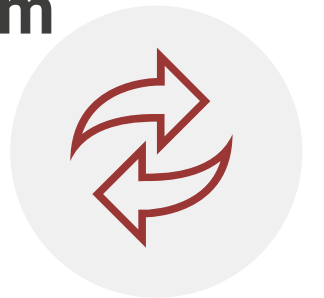


2011

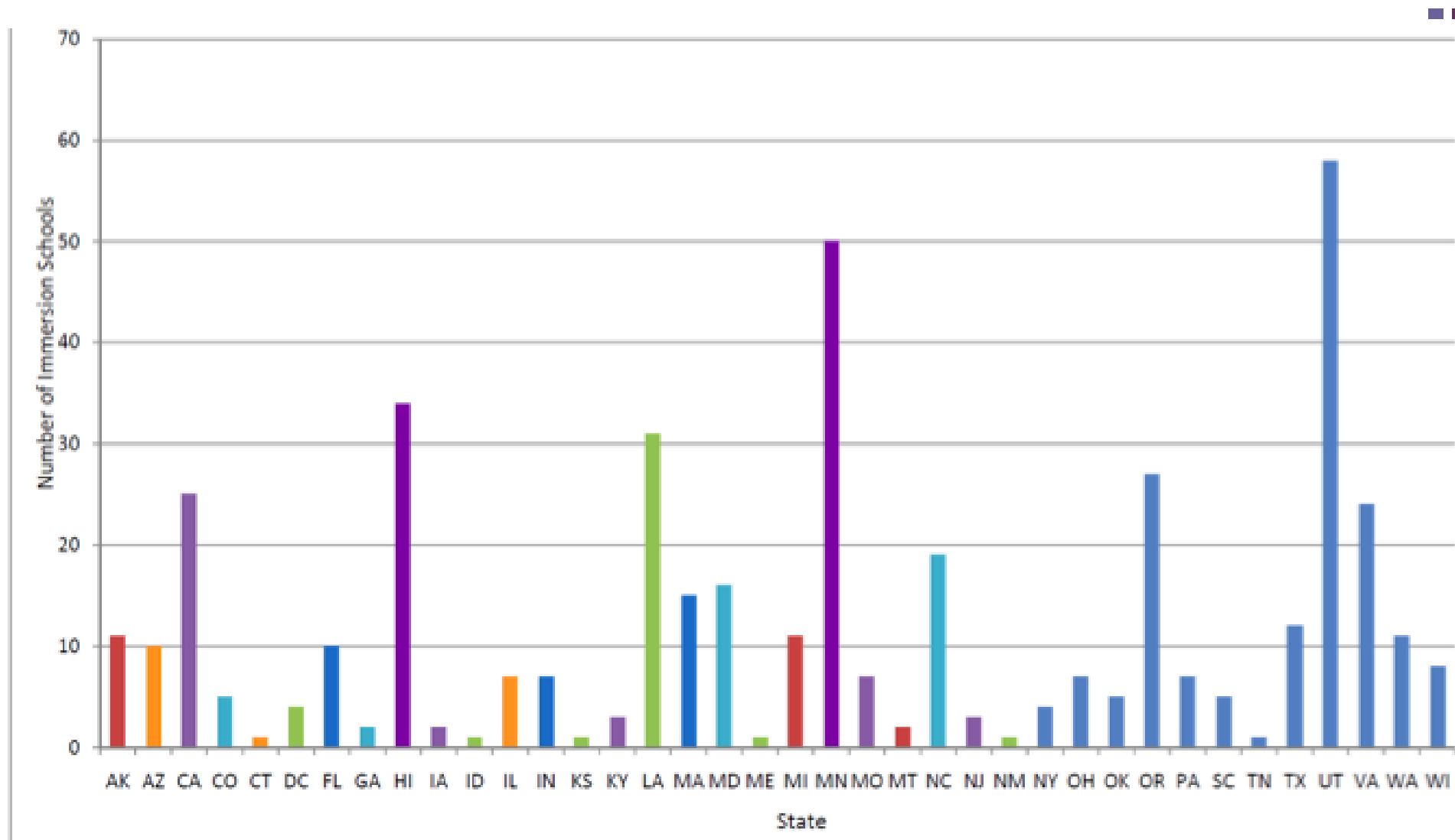
## First Alamo Heights Dual Language Program

Woodridge Elementary

Spanish/ English



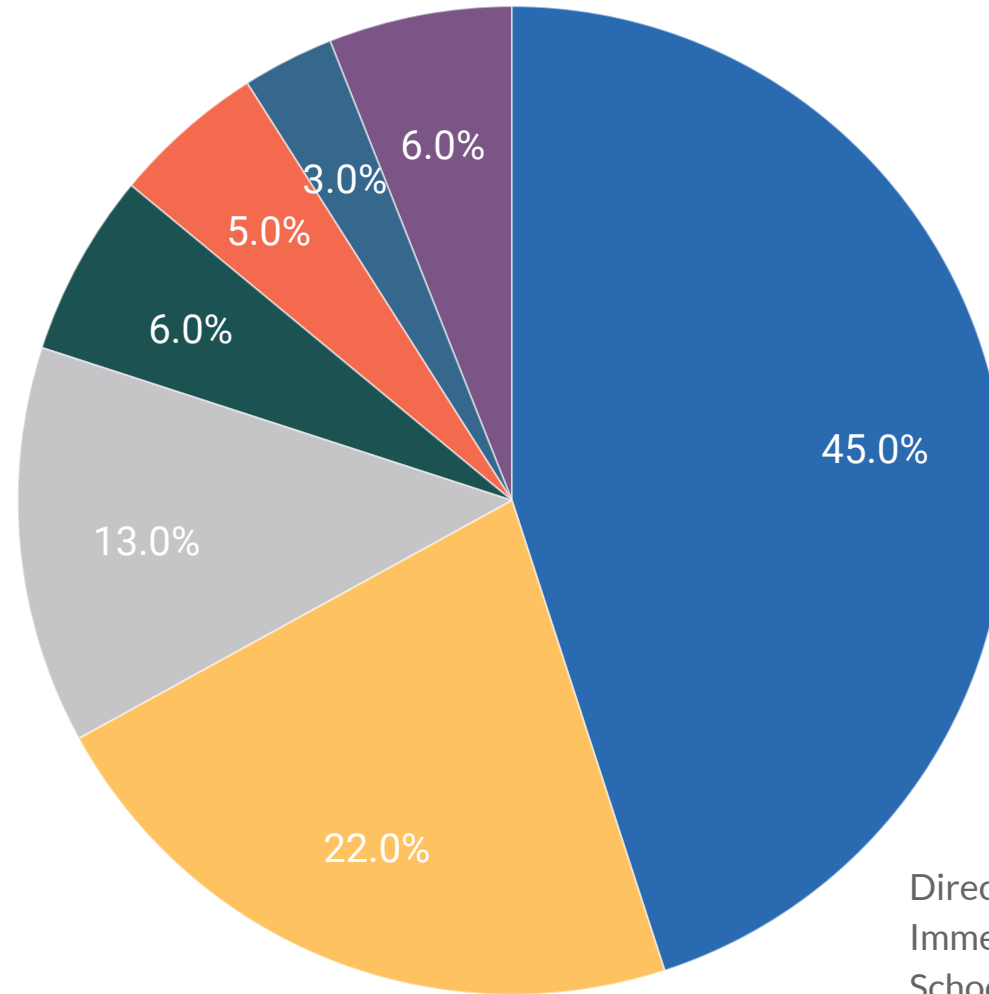
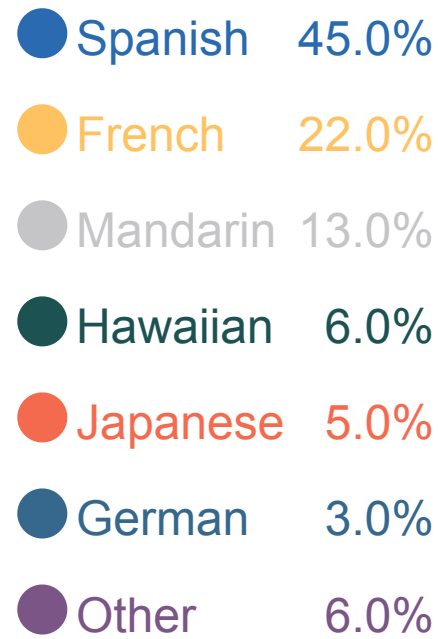
# NUMBER OF LANGUAGE PROGRAMS BY STATE, 2011



Directory of Foreign Language Immersion Programs in U.S. Schools Center for Applied Linguistics, 2011.

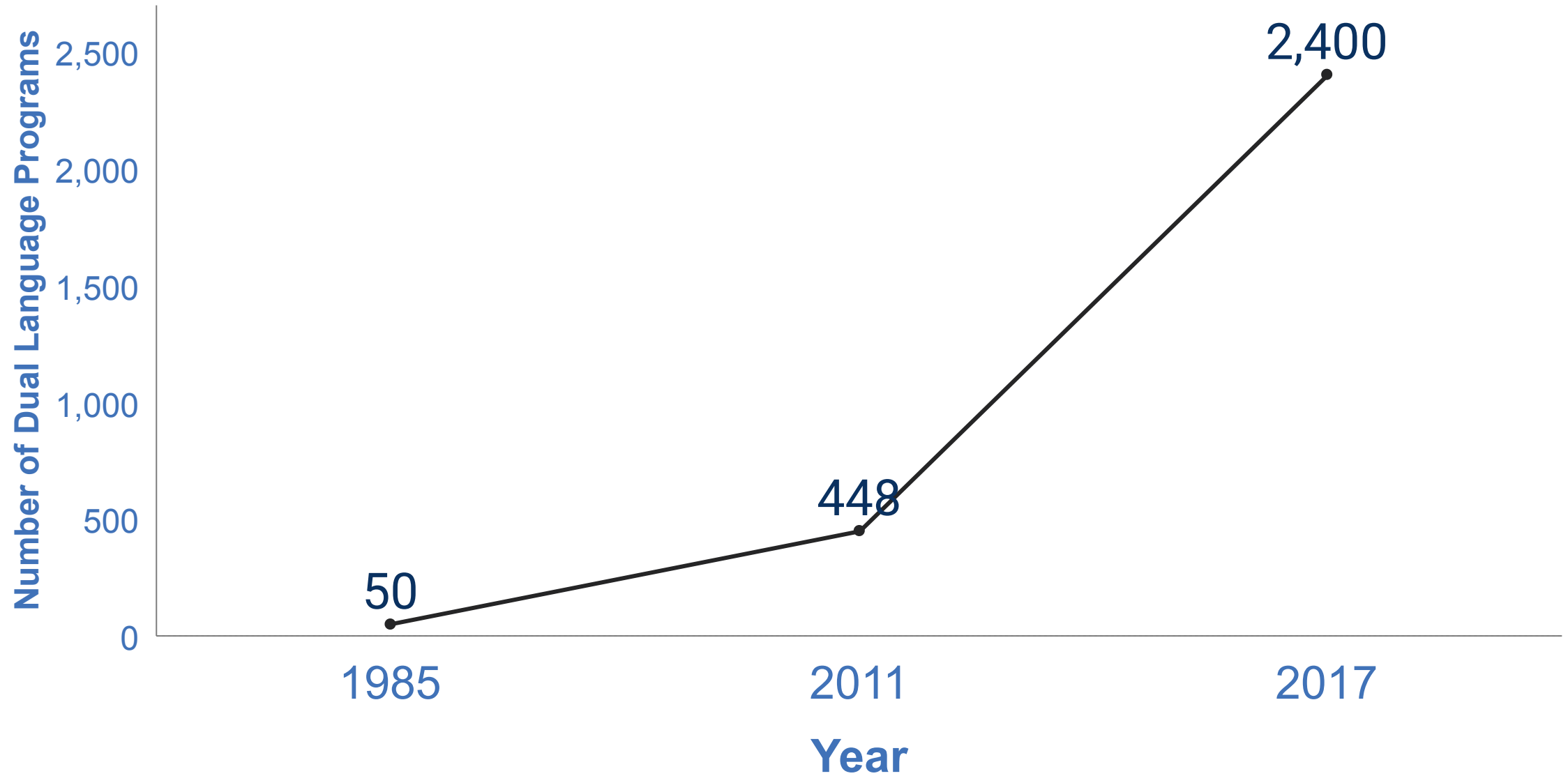
# Language Immersion Programs in US

## Language of Instruction



Directory of Foreign Language  
Immersion Programs in U.S.  
Schools Center for Applied  
Linguistics, 2011.

## Increase in Dual Language Programs in US



Foreign Language Annals, 2018

# SUMMARY OF RESEARCH FINDINGS

---

- Language learning correlates with **higher academic achievement** on standardized test measures.
- Language learning is beneficial in the development of students' **reading abilities**.
- There is evidence that language learners **transfer skills** from one language to another.
- There is a correlation between second language learning and increased linguistic awareness.
- There is a correlation between language learning and students' ability to **hypothesize in science**.
- Language learning can **benefit all students**.
- There is a correlation between young children's second language development and the development of print awareness.
- Heritage learners who use their language skills to interpret and **translate for family members** experience higher academic performance and greater self-efficacy.
- There is a correlation between language study and **higher scores on the SAT and ACT Tests**.



# GUIDING PRINCIPLES: LANGUAGE DEVELOPMENT

## STAGES OF SECOND LANGUAGE ACQUISITION CREDIT TO JUDIE HAYNES


**SILENT PERIOD**

STUDENTS PRIMARILY LISTEN AND TRY TO ABSORB INFORMATION

STUDENTS JUST REPEAT WORDS

500 THEY HAVE ABOUT 500 ENGLISH WORDS IN THEIR VOCABULARY

**DURATION:** THIS PERIOD LASTS FROM A DAY TO 6 MONTHS




**EARLY PRODUCTION**

STUDENTS SPEAK IN ONE OR TWO WORD RESPONSES

HELLO... YES...

1000 WORD VOCABULARY

**DURATION:** LASTS UP TO 6 MONTHS




**SPEECH EMERGENCE**

STUDENTS ARE CATCHING ON AND CAN SPEAK SHORT PHRASES

CAN I GO TO THE NURSE?

3000 WORD VOCABULARY

**DURATION:** USUALLY LASTS ABOUT ONE YEAR



## INTERMEDIATE FLUENCY

STUDENTS WILL BE ABLE TO FORM FULL SENTENCES AND ENGAGE IN CONVERSATIONS, BUT WITH GRAMMAR ERRORS

WHY DID YOU DIVIDE BY X THERE?

6000 WORDS

**DURATION:** ABOUT TWO YEARS LONG



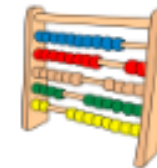
## ADVANCED FLUENCY

STUDENTS WILL FEEL AS COMFORTABLE IN ENGLISH AS THEIR NATIVE LANGUAGE

HERE IS SOME POETRY .... THE WOODS ARE LOVELY .....

STUDENTS LEARN MORE AND MORE WORDS AS TIME GOES ON

**DURATION:** ABOUT 5 TO 8 YEARS



# GUIDING PRINCIPLES: LANGUAGE DEVELOPMENT

## Conversational and Social Language Development



**VS**

## Academic and Technical Language Development





Knowledge learned through one language paves the way for knowledge acquisition in the second language.

Students who learn content in one language are able to demonstrate that content knowledge in the second language once they acquire the language skills to express that knowledge.

## GUIDING PRINCIPLES: TRANSFER



# GUIDING PRINCIPLES: MULTIPLE PATHWAYS

## Early Language Acquisition

Takes advantage of natural language-learning ability

Early socio-cultural openness

Pedagogy and learning styles are compatible in early grades

Early start does NOT guarantee higher levels of achievement



VS

## Later Language Acquisition

Older students can be faster learners

Older learners can have stronger study skills

Older students have well developed L1 literacy skills



## AHISD PROGRAM

2

- Goals
- Program Models
- Number of Sections

# LANGUAGE PROGRAM GOALS



High levels of  
literacy in both  
Spanish and  
English

High academic  
achievement---  
same  
curriculum as  
other  
classrooms

Development  
of cross-  
cultural  
understanding  
and  
appreciation

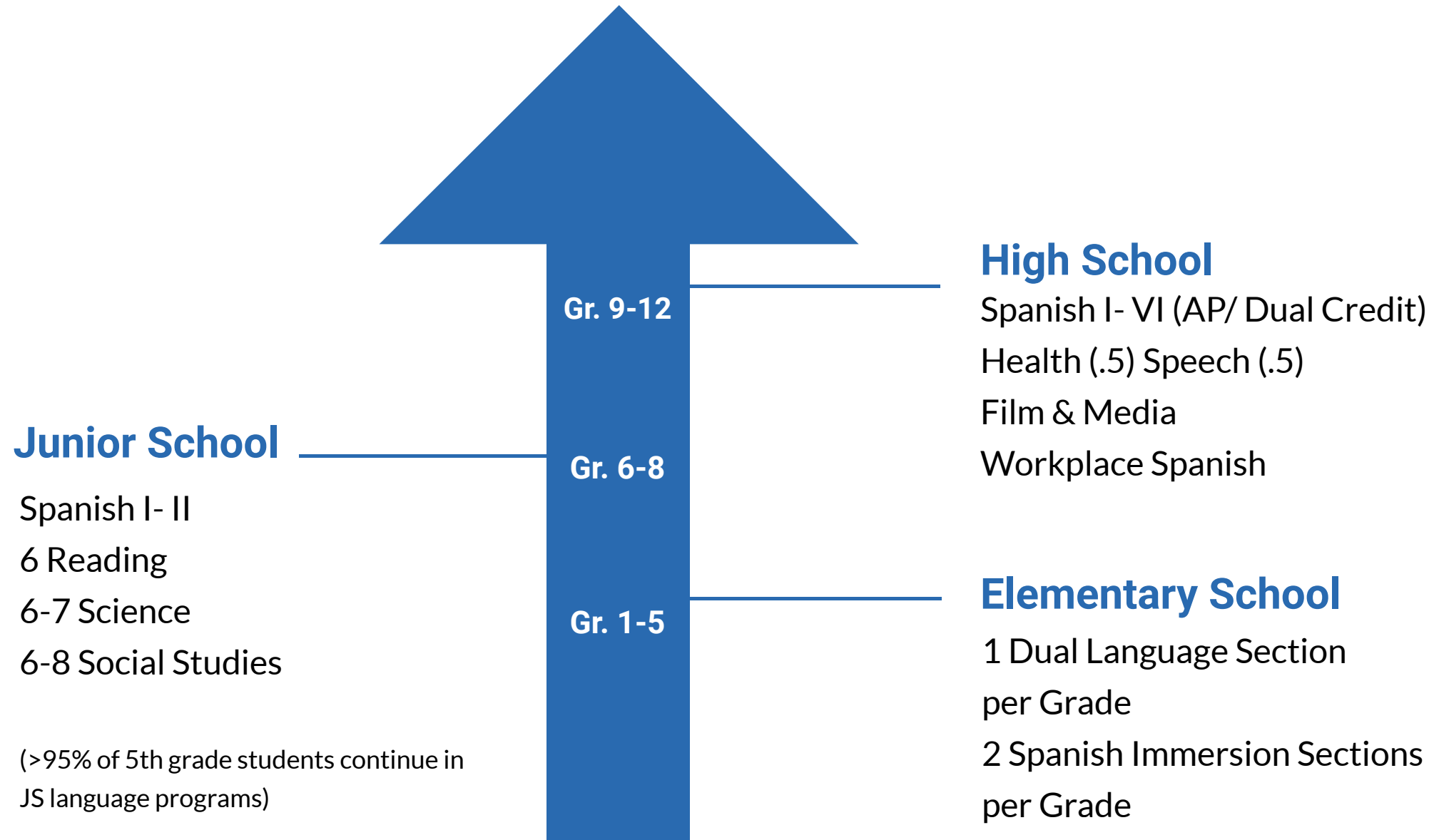


# PROGRAM COMPARISON

	Dual Language	Spanish Immersion
Students	Two groups of students (EL and SL) learning content through Spanish and English	One group of students (SL) learning content through Spanish
Spanish Instruction	90% Spanish - 10% English 1st grade 50% Spanish- 50% English 5th Grade	Full Spanish Immersion
English Instruction	English Instruction: 1st grade: 30 min 2nd Grade: 1 hour 3rd Grade: 1.5 hours 4th grade: 2 hours 5th grade: 3 hours	English Instruction: 1st grade: 0 min. 2nd grade: 0 min. 3rd grade: 30-45 min. 4th grade: 45-60 min. 5th grade: 45-60 min.
Language Models	Peers and Teacher	Teacher
Class Size	Maximum of 20-22 students per class (dependent on EL enrollment)	Maximum of 24 students in a class

\* Specials are in English and in mixed-class groups in 4th and 5th grades

# AHISD LANGUAGE PROGRAM VERTICAL OVERVIEW





# LANGUAGE PROGRAM DATA

Biliteracy

Istation-  
English  
&  
Avant-  
Spanish

High  
Achievement

Common  
Math  
&  
Science  
Assessments

Cultural  
Understanding

Diversity  
Survey

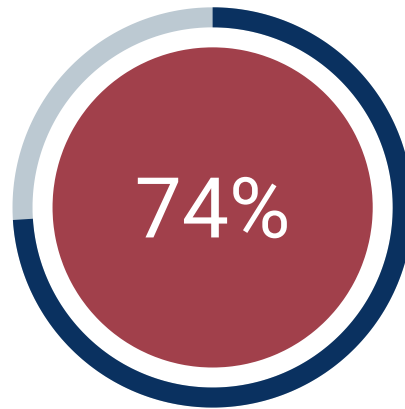
# LANGUAGE PROGRAM DATA

## Biliteracy

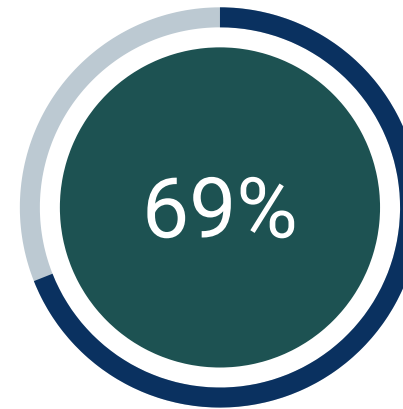
Station-  
English

Fluency  
Vocabulary  
Comprehension  
Spelling

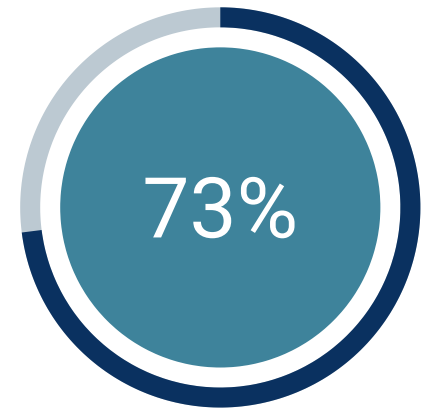
% Students Meeting or Exceeding 5th Grade Expectations



2018 5th Grade SI  
81 Students



2018 5th Grade DL  
32 Students



2018 5th Grade English  
202 Students

# LANGUAGE PROGRAM DATA

## Biliteracy Avant Language Proficiency Exam

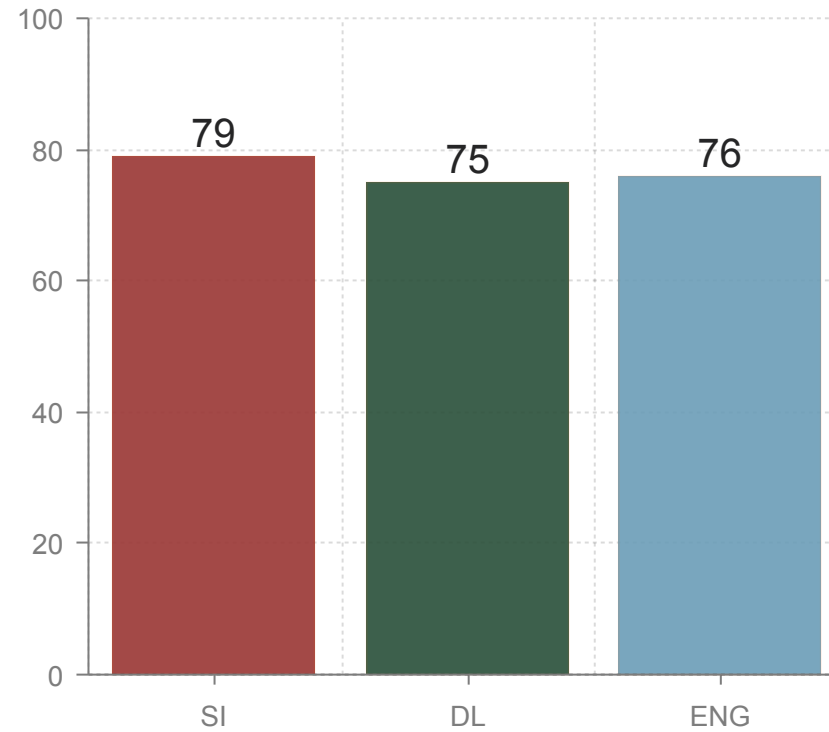
2017-2018	Reading	Writing	Listening	Speaking	Composite
<b>Spanish Immersion</b>	4.78	4.13	5.15	4.26	4.58
<b>Nat'l Comp SI</b>	4.37	3.03	3.03	4.53	3.74
<b>Dual Language-SL</b>	4.92	4.20	5.22	4.37	4.68
<b>Dual Language-EL</b>	4.71	4.39	5.39	4.66	4.79
<b>Nat'l Comp DL</b>	4.6	3.9	5	3.7	4.3

# LANGUAGE PROGRAM DATA

High  
Achievement  
Common  
Math  
&  
Science  
Assessments

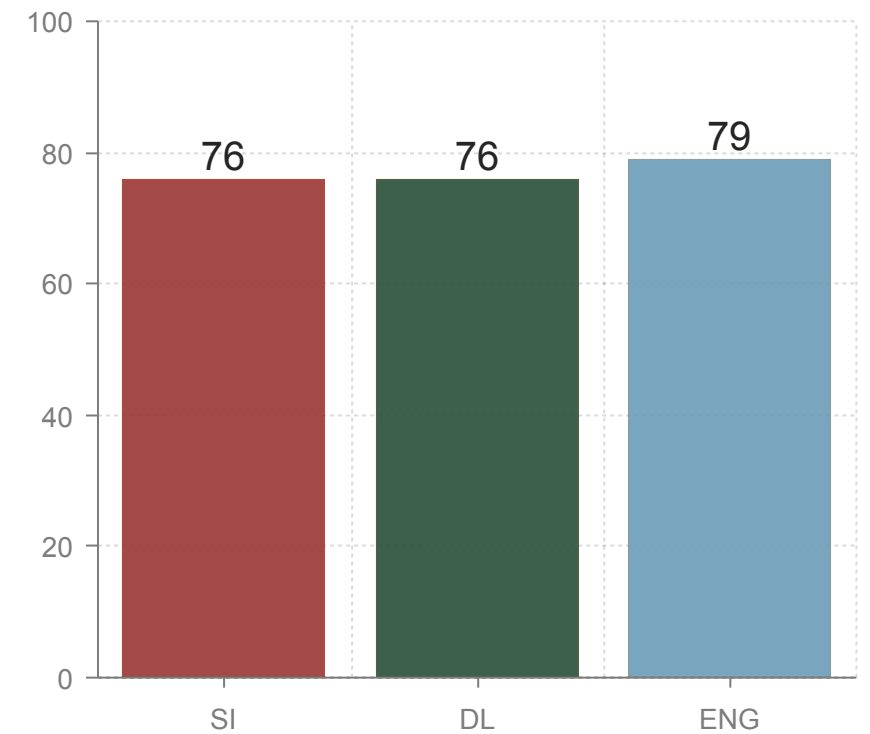
**Average Math CBA Score**

Grades 1-5



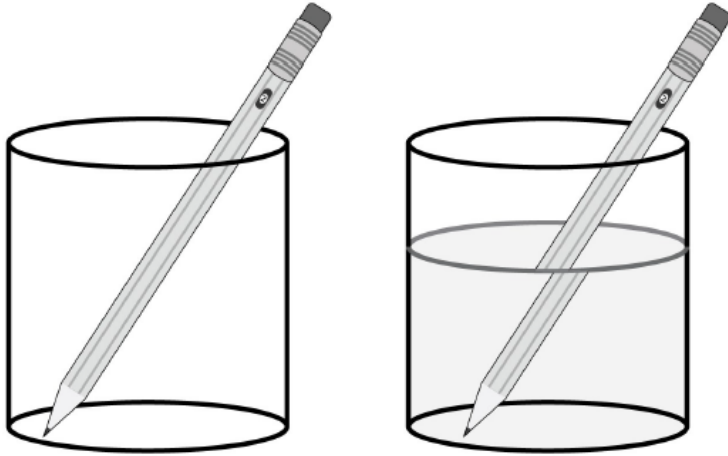
**Average Science CBA Score**

Grades 2-5





**23** The pencil looks different in the two pictures below.



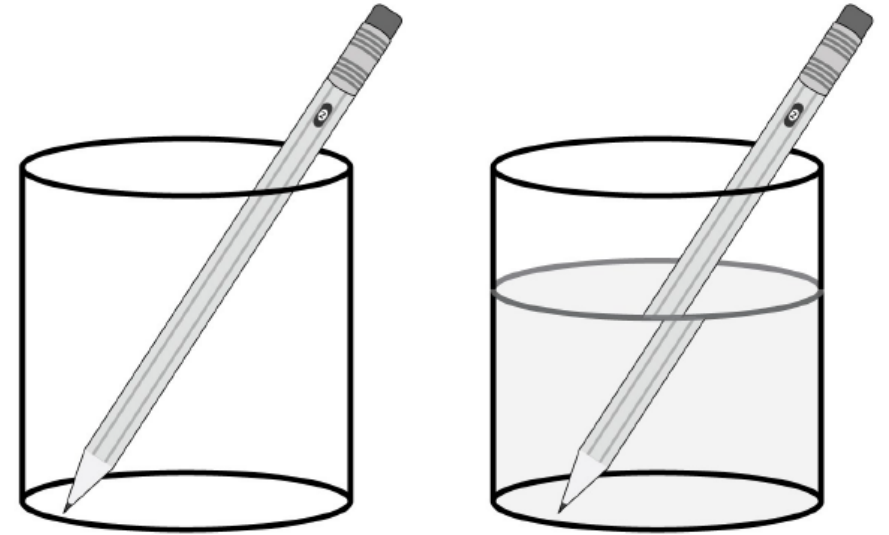
What happened in the picture to cause the pencil to appear broken?

- A** the light is diffracted
- B** the light is refracted
- C** the light is reflected
- D** the light is dissembled

Correct Answer is B

# 5th Grade 2nd Nine Weeks Science CBA

**23** El lápiz parece diferente en los dos dibujos de abajo.



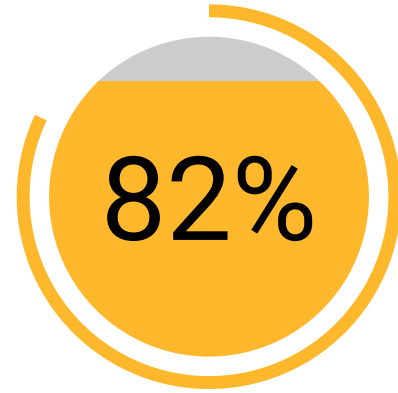
¿Que ocurre en el dibujo que causa que el lápiz parezca estar quebrado?

- A** La luz se desliza
- B** La luz se refracta
- C** La luz se refleja
- D** La luz se oculta

# LANGUAGE PROGRAM DATA

## Cultural Understanding

## Diversity Survey



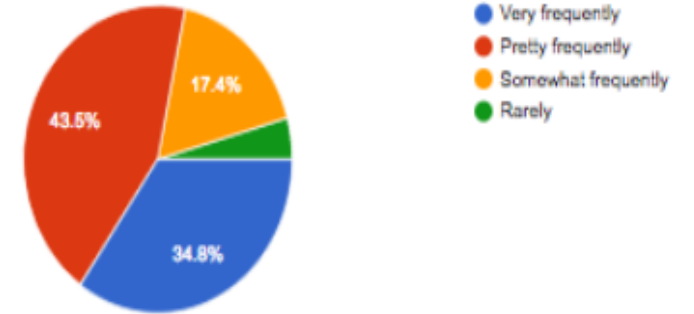
82% Extremely or Very Comfortable

How comfortable are you working with students from different backgrounds?

Students

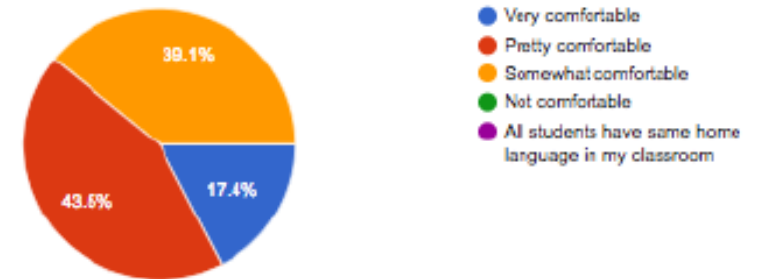
From your observations, how frequently do students who are native Spanish speakers and native English speakers socialize with each other at recess and other unstructured times?

23 responses



How comfortable do you feel your students are at collaborating with peers with a different home language?

23 responses



Teachers

## CONSIDERATIONS

### 3

- Common Frustrations
- Student Support Services
- Things to Think About  
when Considering  
Language Programs



# LANGUAGE PROGRAM FRUSTRATIONS

- SI class size is larger than other classrooms
- Volunteer opportunities are more limited
- Homework in a foreign language
- Transition from kindergarten to first grade is sometimes difficult. That can be more pronounced in an immersion setting.
- Tier 2 support services do not begin for students in Spanish until they have had a minimum of one semester of instruction in Spanish
- Our lottery does not permit the balance of gender which, from time to time, results in “boy- or girl-heavy” classrooms.

# STUDENT SUPPORT

1

RTI



2

DYSLEXIA



3

SPECIAL ED



4

FRIENDSHIPS



# LANGUAGE PROGRAM CONSIDERATIONS

- Your child's learning style/ needs/ personality
- Your parent style/ needs/ personality
- Students with special needs (attention issues, language processing issues, learning difficulties, etc.)
- Students currently receiving Tier support
- Your overall educational goals for your child





## PROCESS

4

- Lottery Process
- Policies and Procedures
- Timeline
- Commitment

# LOTTERY POLICIES AND PROCEDURES

## HECC

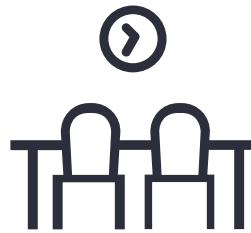
### HOWARD

Lottery only open to students who attend Howard for kindergarten.



### SIBLINGS

Siblings automatically admitted if sibling completed the 5-year program or is still in program.



### INFO SESSION

At least one parent must attend the information nights



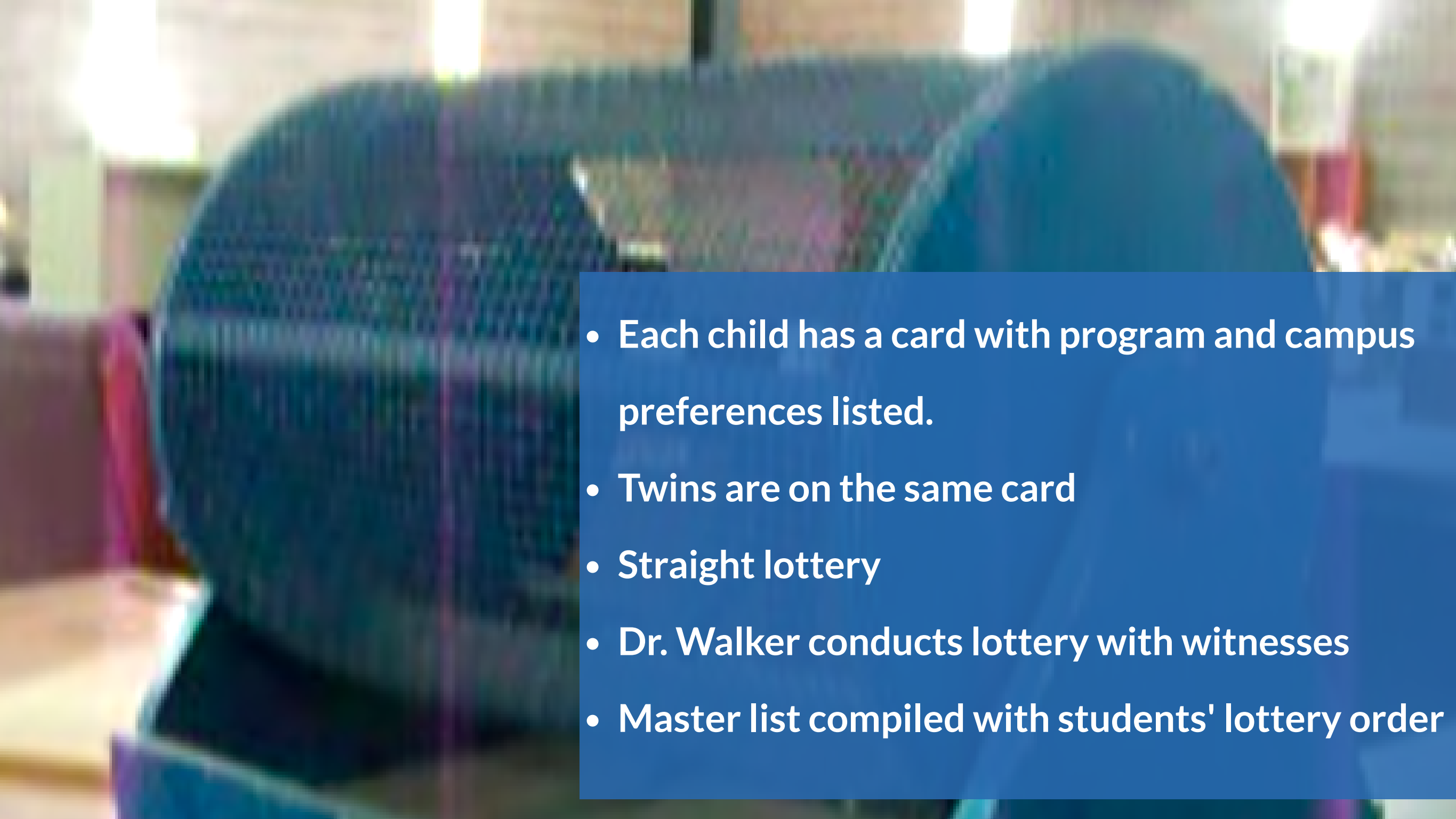
### SCHOOLS

When possible, students placed into their home campuses



### TRANSPORTATION

Based on lottery results and capacity, students may be assigned to another campus. Parents are responsible for transportation in these cases.

- 
- Each child has a card with program and campus preferences listed.
  - Twins are on the same card
  - Straight lottery
  - Dr. Walker conducts lottery with witnesses
  - Master list compiled with students' lottery order

# PARENT COMMITMENT

- 5-year commitment to this program
- Supporting the program and the recommendations of the program teachers
- Understanding that there could be a lag in the acquisition of English literacy
- The lag typically disappears by the 5th grade
- It is especially important to read in English every night at home to establish the foundation for English literacy



## LOTTERY TIMELINE

- **Begins – April 8, 2019 | Lottery applications will be accepted**
- **Ends – April 12, 2019 (Applications for the lottery must be received in the Curriculum Office (7101 Broadway) by 4:30 pm)**
- **Lottery – Week of April 15th – 19th , 2019**
- **Notification – Last week of April**
- **Commitment forms due in Curriculum Office by May 10, 2019 at 4:30 p.m.**

## Contact Information

Dr. Jimmie Walker, Executive Director of Curriculum and Instruction, [jwalker@ahisd.net](mailto:jwalker@ahisd.net)

Secretary: Lori Garcia, [lgarcia@ahisd.net](mailto:lgarcia@ahisd.net) ; , Phone: (210) 832-5954

Howard Early Childhood Center Principal: Susan Peery, [speery@ahisd.net](mailto:speery@ahisd.net); Phone: (210) 832-5900

Cambridge Elementary Principal: Jana Needham, [jneedham@ahisd.net](mailto:jneedham@ahisd.net) ; Phone: (210) 822-3611

Woodridge Elementary Principal: Gerrie Spellmann, [gspellmann@ahisd.net](mailto:gspellmann@ahisd.net); Phone: (210) 826-8021