Georgia’s Dual Language Immersion Model

Michaela Claus-Nix
Program Specialist for World Languages and Workforce Initiatives

Title Programs Conference
June, 2016
Agenda

- Benefits of DLI
- The Georgia Model
- Language Proficiency
- DLI Key Features
- Challenges
Benefits of DLI

• **Second Language Skills:** DLI students achieve higher proficiency in the second language than with traditional Foreign Language instruction.

• **Cognitive Skills:** DLI students typically develop greater cognitive flexibility, demonstrating increased attention and memory, superior problem-solving skills as well as an enhanced understanding of their primary language.

• **Performance on Standardized Tests:** DLI students perform as well as or better than English-only students on standardized tests in English, including students from a range of socioeconomic and ethnic backgrounds, as well as with diverse cognitive and linguistic abilities.

• **Intercultural Competency:** DLI students are more aware of and generally show more positive attitudes towards other cultures and an appreciation of other people.

• **Long-Term Benefits:** DLI students are better prepared for the global community and job markets in the 21st century.

• **Higher Attendance-Rates and Fewer Drop-Outs:** Students from DLI programs have higher attendance rates and lower drop-out rates compared to regular programs.
DLI Program Goals

• Proficiency in English
• Proficiency in a new language
• Academic achievement
• Intercultural competence
DLI in Georgia

- 2013-2014 = 3 schools
- 2015-2016 = 19 schools
- 2016-2017 = 37 schools
# 37 DLI Public School Programs in Georgia

- **Atlanta Public Schools**
  - Bolton Academy ES-Spanish (K)
  - E Rivers ES-Spanish (K-1)
  - Garden Hills ES-Spanish (K-1)
  - Morris Brandon ES-Spanish (K)
  - Perkerson ES-Spanish (K-3)
  - Sarah Smith ES - Spanish (K)

- **Clarke County**
  - Oglethorpe Avenue ES-Spanish (PK-K)

- **Clayton County**
  - Unidos Magnet School-Spanish (PK-8)

- **Cobb County**
  - Clarkdale ES-Spanish (K)
  - Dowell ES-Spanish (K)
  - Fair Oaks ES-Spanish (K)
  - Hollydale ES-Spanish (K)
  - Mableton ES-Spanish (K)
  - Nickajack ES-Spanish (K)

- **Dalton Public Schools**
  - Norton Park ES-Spanish (K)
  - Riverside Primary-Spanish (K-1)
  - Russell ES-Spanish (K)
  - Smyrna ES-Spanish (K-1)

- **DeKalb County**
  - Ashford Park ES-German (K-3)
  - Evansdale ES-French (K-3)
  - Globe Academy Charter School-Chinese, French, Spanish (K-4)
  - Rockbridge ES-French (K-3)

- **Douglas County**
  - Beulah ES-Spanish (K-5)

- **Fulton County**
  - International Charter School of Atlanta-Chinese, French, German, Spanish (K-5)
  - Oakley ES-Chinese (K-1)

- **Gwinnett County**
  - Annistown ES-Spanish (K-2)
  - Baldwin ES-Spanish (K)
  - Bethesda ES-Spanish (K-2)
  - Camp Creek ES-Spanish (K)
  - Ivy Creek ES-Spanish (K)
  - Trip ES-French (K-2)

- **Hall County**
  - McEver Arts Academy Charter School-Spanish (PK -3)
  - White Sulphur Elementary – Spanish (PK – K)
  - World Languages Academy Charter School-Spanish (PK-8)

- **Henry County**
  - Dutchtown ES-Chinese (K-3)

- **Rockdale County**
  - C.J. Hicks ES-Spanish (K)
DLI as an ESOL Delivery Model

Rule 160-4-5-.02 (effective August 6, 2015)

• (vi) A dual language immersion model – students participating in a dual language immersion program receive their supplemental English language support from the teacher providing instruction during the English portion of the academic day.

• For OCR purposes, document the amount of targeted ESOL support that the ELs will receive – based on their language skill level - along with the specific strategies used by the content teacher to address the ELs’ language needs (such as increased use of visual aids, repetition, and frequent reviews to reinforce key concepts).
World Languages in Elementary School

• FLEX (Foreign Language Exploratory)
• FLES (Foreign Language in the Elementary School)
• DLI (Dual Language Immersion)
**What is DLI?**

A form of education in which students are taught literacy and content in two languages.

<table>
<thead>
<tr>
<th>Two Way</th>
<th>One Way</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two language groups being schooled through their two languages.</td>
<td>One language group being schooled through two languages.</td>
</tr>
</tbody>
</table>
Growth of Language Immersion in the United States
1971-2011
Research on DLI

Figure 5: 2009 Reading Achievement of Students In Dual Language Programs Compared To Students Not In Dual Language Programs

Reading Test

DL Program
- Green: No, not in DL
- Red: Yes-in DL class
Figure 7: 2009 EOG Reading Achievement of Current LEP Students In Dual Language Programs Compared to Current LEP Students Not In Dual Language Programs By Grade

![Bar chart showing reading achievement by grade and dual language program status.](chart.png)
Figure 19: 2009 EOG Reading Achievement of Low-SES Students In DL Programs Compared to Low-SES Students Not In DL Programs By Grade
Enhanced Cognitive Skills

Due to the demands of processing two languages, dual immersion students typically:

• Develop greater cognitive flexibility;

• Demonstrate increased attention control, better memory, and superior problem solving skills; and

• Experience enhanced understanding of their primary language.
Improved Academic Performance

Immersion students perform as well as or better than non-immersion students on standardized tests of language arts and mathematics, even when these tests are administered in English.
Closing or Narrowing of the Achievement Gap

Partially as a result of the cognitive demands placed on students who learn content in two different languages, no other intervention model holds greater promise to narrow the achievement gap more effectively between high and low performing populations than language immersion.
Higher Second Language Proficiency

Biliteracy

Georgia’s Seal of Biliteracy as of 2016-2017
Enhanced Global Citizenship

Georgia’s International Skills Diploma Seals
2015-2016:
63 approved schools
557 students earned the seal

Immersion students are better prepared to collaborate and communicate across linguistic and political boundaries to solve problems as a result of the demands of their learning environments, and they evidence more positive attitudes toward other peoples and other cultures.
The Georgia Model

- 50/50

- each child =

  1 immersion language teacher + 1 English partner teacher

- separation of languages
• Some charter schools:
  • majority of the day is taught in the target language in Pre K-2nd Grade
  • in Grades 3-5, 50% in English, 50% in the target language
• Non-charter schools use the 50/50 model in all grades.

• student starts the day in either the target language or English
• stays with this teacher for a major block of time (2+ hours)
• “specials” are taught in English
• recess, lunch and specials will be integration times with non-immersion students
50/50 Model = 2 Teacher Model

- Target Language-Math, Science, Social Studies, and target language literacy in the target language (target language teacher)

- English-ELA (English Language Arts), vocab reinforcement from the other content areas, & Specials (Music, Art, PE) (English partner teacher)

- All content area testing is done in English

- Teachers must be certified in Early Childhood and must score at least at the Advanced Low level on the ACTFL OPI & WPT or pass the target language GACE
Dual Language Immersion Instructional Time: Grades K-3

- Math in Target Language (20%)
- Content Areas in Target Language (15%)
- Target Language Literacy (15%)
- English L.A. (35%)
Parental Support

• Understand what immersion is and what its goals are

• Commit to the long-term

• Don’t second-guess your commitment

• Don’t project any of your own anxieties on to your children
• Lists words/phrases
• Attempts at conversation
• Memorized chunks
• Telegraphic language
• Limited topic areas

NOVICE

• Creates, functions with
• Language
• Can ask and answer questions
• Handles simple
• Situations

INTERMEDIATE

• Full conversational partner
• Speaks with confidence
• Can narrate and describe in all time frames
• Can handle a situation
• with a complication

ADVANCED
Superior
Interpreter, Accountant
Executive, Lawyer, Judge, Financial Advisor

Advanced
Professor of foreign languages
Doctor/Sales representative/Social worker
Customer service representative/Police officer/School teacher

Intermediate
Aviation personnel, telephone operator, receptionist
Cashier
Tour guide

Novice
## Georgia Proficiency Targets

### FRENCH, PORTUGUESE and SPANISH

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Novice-High</td>
<td>Novice-Mid</td>
<td>N/A</td>
<td>Novice-Mid</td>
</tr>
<tr>
<td>2</td>
<td>Intermediate-Low</td>
<td>Novice-High</td>
<td>N/A</td>
<td>Novice-High</td>
</tr>
<tr>
<td>3</td>
<td>Intermediate-Mid</td>
<td>Novice-High</td>
<td>N/A</td>
<td>Novice-High</td>
</tr>
<tr>
<td>6</td>
<td>Advanced-Low</td>
<td>Intermediate-Mid</td>
<td>Advanced-Low</td>
<td>Intermediate-Mid</td>
</tr>
</tbody>
</table>

### CHINESE

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Novice-High</td>
<td>Novice-Mid</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2</td>
<td>Intermediate-Low</td>
<td>Novice-High</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>3</td>
<td>Intermediate-Mid</td>
<td>Novice-High</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>6</td>
<td>Advanced-Low</td>
<td>Intermediate-Mid</td>
<td>Intermediate-High</td>
<td>Intermediate-Low</td>
</tr>
</tbody>
</table>
Teachers

• Highly qualified for grade level(s) taught
• Native or near-native oral and written proficiency in the language of instruction (academic and social language)
• Skilled in sheltering academic content
• Sufficient proficiency to interact with parents and school staffs in the ‘other’ language
• Models of intercultural competence
Instructional Features

- SEPARATION OF LANGUAGES; Use of target language by teachers and students
- Teachers are content AND language teachers
- ‘Sheltered’ instructional strategies
- Interaction of language, literacy, and academics
- Frequent, regular opportunities for extended student discourse and interaction
<table>
<thead>
<tr>
<th>Time</th>
<th>Green Group</th>
<th>Red Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:50-9:00</td>
<td>Morning Procedures in Spanish Room</td>
<td>Morning Procedures in English Room</td>
</tr>
<tr>
<td>9:00-9:30</td>
<td>Calendar in Spanish</td>
<td>Calendar in English</td>
</tr>
<tr>
<td>9:30-10:15</td>
<td>Specials (P.E., Art, etc.)</td>
<td>9:00-9:30 Calendar in English</td>
</tr>
<tr>
<td>10:15-11:00</td>
<td>Spanish Language Arts</td>
<td>9:30-10:15 Specials (P.E., Art, etc.)</td>
</tr>
<tr>
<td>11:00-12:25</td>
<td>Math, Social Studies, Science in Spanish</td>
<td>10:15-12:25 English Language Arts</td>
</tr>
<tr>
<td>12:25-1:00</td>
<td>Lunch</td>
<td>12:25-1:00 Lunch</td>
</tr>
<tr>
<td>1:00-2:00</td>
<td>English Language Arts</td>
<td>1:00-2:00 Spanish Language Arts</td>
</tr>
<tr>
<td>2:00-2:25</td>
<td>Recess</td>
<td>2:00-2:25 Recess</td>
</tr>
<tr>
<td>2:25-3:15</td>
<td>English Language Arts</td>
<td>2:25-3:15 Math, Social Studies, Science in Spanish</td>
</tr>
<tr>
<td>3:15-3:25</td>
<td>Switch groups/clean/go home</td>
<td>3:15-3:25 Switch groups/clean/go home</td>
</tr>
</tbody>
</table>
Challenges

• Language choice
• Teacher recruitment
• Students not able to participate in DLI
• Ongoing professional development
• Expert consultants
Support from GaDoE

- Teacher recruitment
- Implementation guidance
- Professional development (GADII)
- Classroom visits and feedback for DLI teachers
Contact Information

Michaela Claus-Nix
Program Specialist for World Languages & Workforce Initiatives
Georgia Department of Education
mclausnix@doe.k12.ga.us