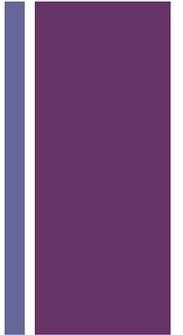




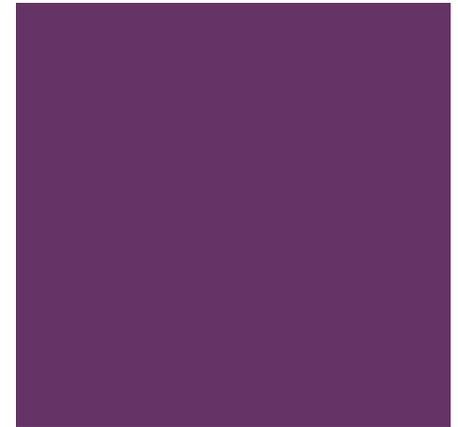
# AHISD Dual Language/ Spanish Immersion Program

Kindergarten Parent Presentation (Howard ECC)  
March 27, 2018  
March 28, 2018  
For First Grade 2018-2019

# + Introductions



- Susan Peery, Principal
- Elizabeth Lopez Acevedo, Assistant Principal
- Dr. Dana Bashara, Assistant Superintendent
- Campus Administrators

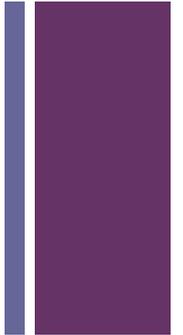


## + Immersion Defined

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

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

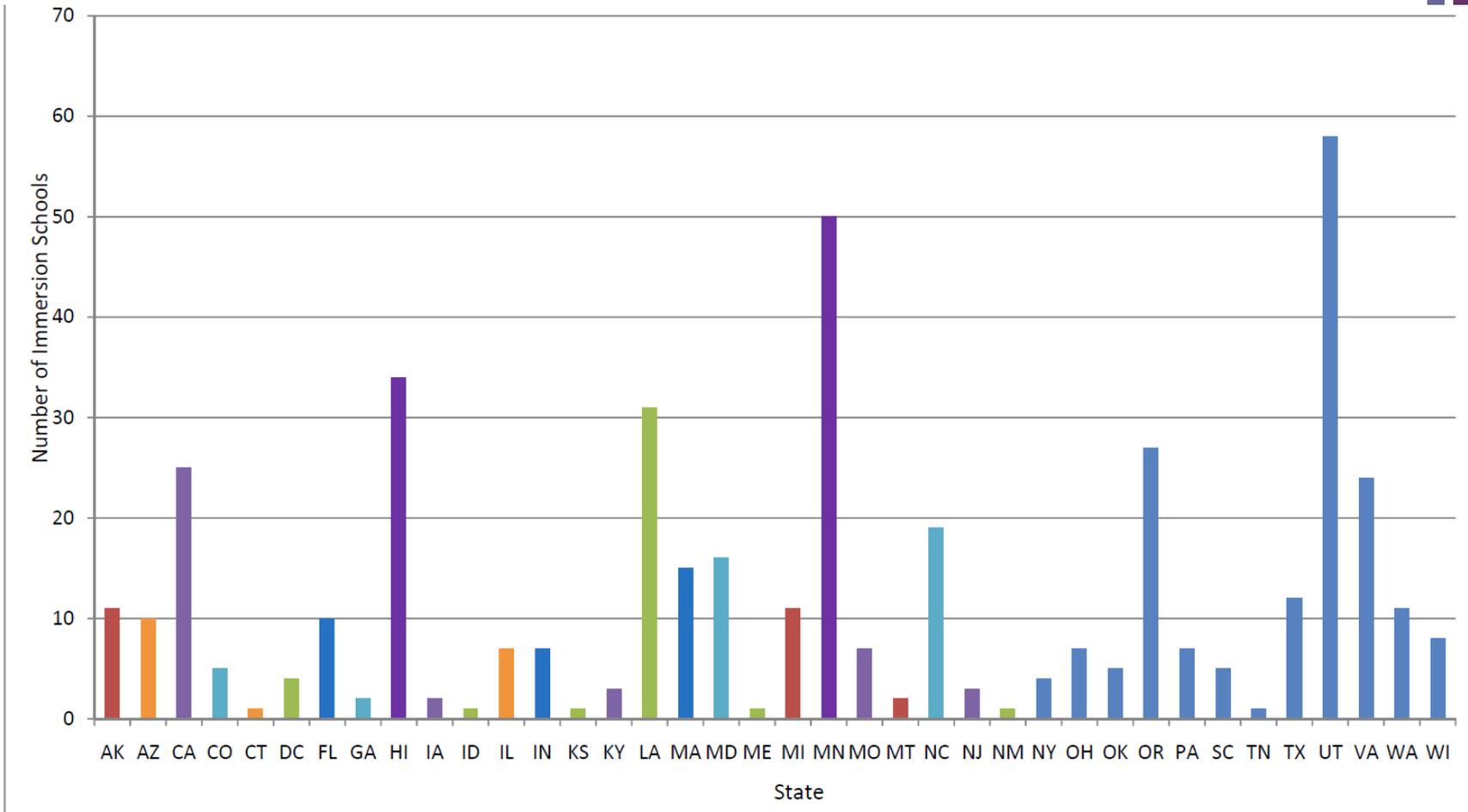
# + Immersion History:



- AHISD 1998-1999 (First Class of First Grade Students)
- US and Canada (1980s Both One Way and Two Way Programs)



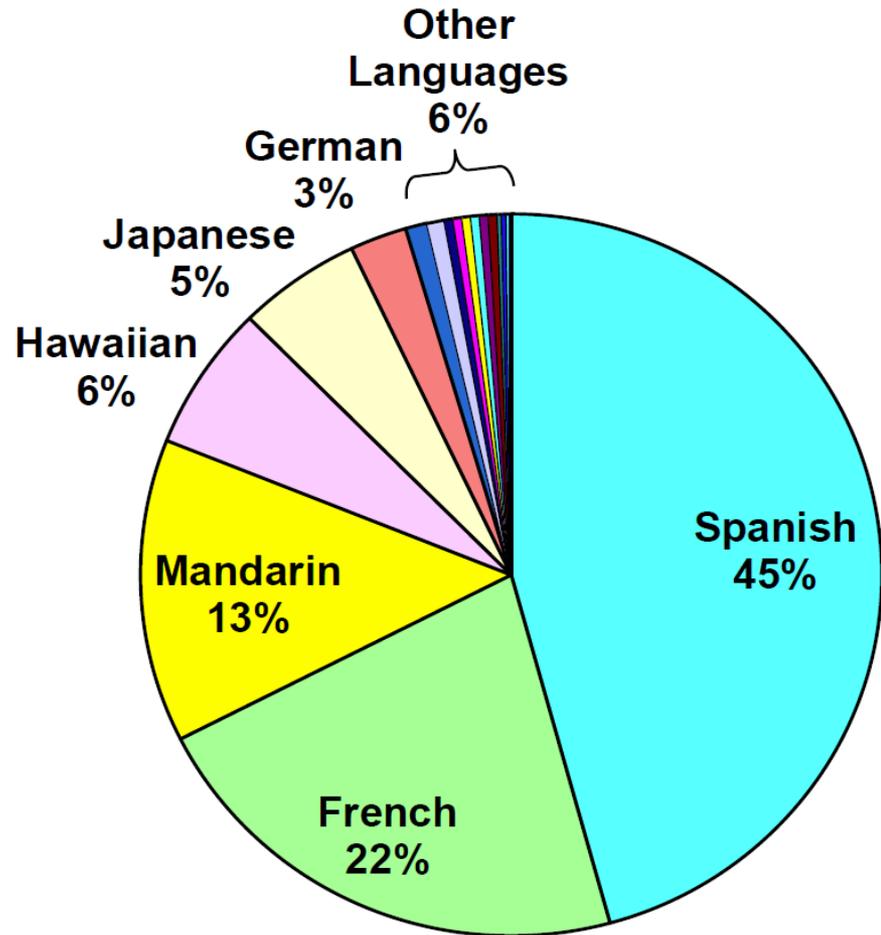
# Language Programs by State



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



## Percentages of Immersion Programs by Language of Instruction





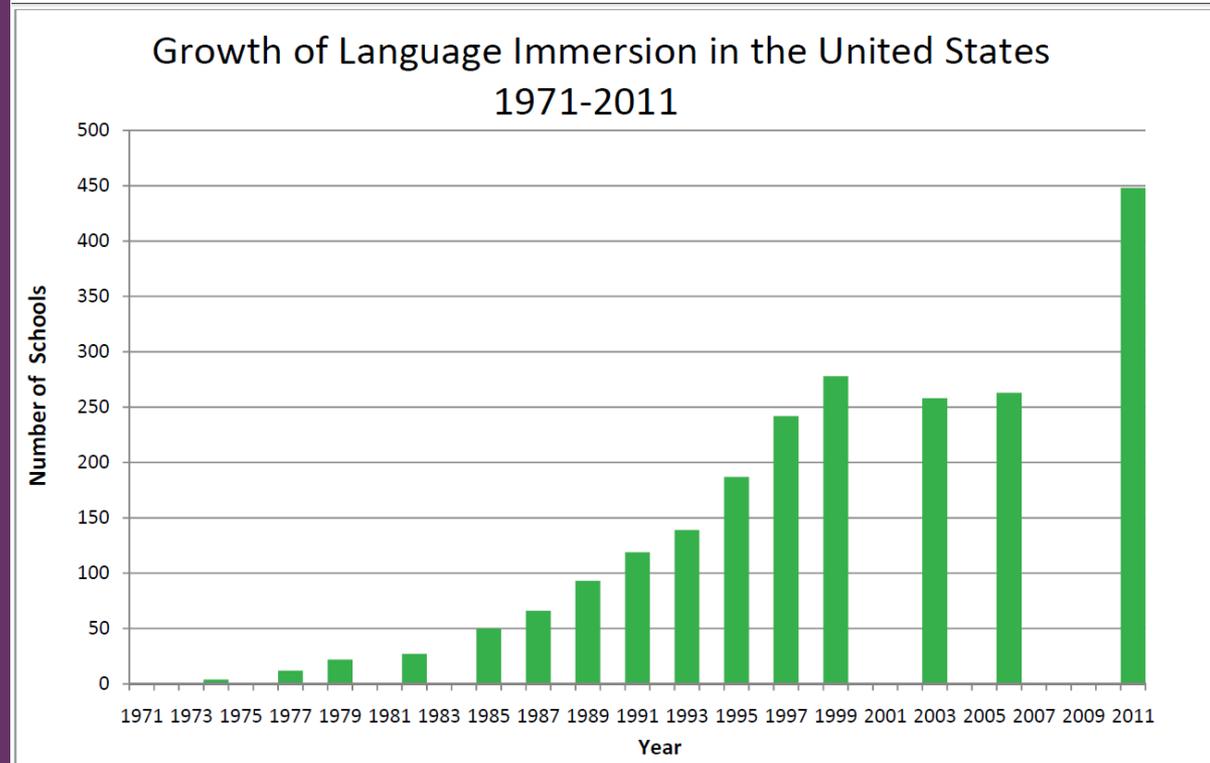
## Languages of Instruction in Total and Partial Immersion Programs

**Languages of Instruction in Immersion Programs**

Language of Instruction	Number of Programs	Percentage of Total	
Spanish	239	45.3%	
French	114	21.6%	
Mandarin	71	13.4%	
Hawaiian	34	6.4%	
Japanese	28	5.3%	
German	13	2.5%	
Ojibwe	5	0.9%	
Italian	4	0.8%	
Russian	2	0.4%	
Arabic	2	0.4%	
Diné	2	0.4%	
Greek	2	0.4%	
Norwegian	2	0.4%	
Yup'ik	2	0.4%	
Cantonese	1	0.2%	
Chinook	1	0.2%	
Dakota	1	0.2%	
Danish	1	0.2%	
Inupiaq	1	0.2%	
Salish	1	0.2%	
Swedish	1	0.2%	
Vietnamese	1	0.2%	
Total Languages:	22	528	100.00%



## Growth of Language Immersion in the United States 1971-2011



Please note: This graph shows the growth of immersion programs in the U.S. over forty years, from 1971-2011. These data were compiled from CAL's immersion directories published over the last three decades. The directories were available in print version from 1981 until 1999, after which time the directory became available online. Data were self-reported, and in some instances, immersion programs were not included in a particular year's directory because the programs were not known to CAL. Note that the 2003 data reported here were compiled from the online directory as well as from data collected at a later date. The current directory (2011) is CAL's best attempt at searching out and including all known language immersion programs in public schools in the country. In addition, some private (independent) schools are included in the directory, though the list of these schools is not exhaustive.



# Spanish Immersion/ DL Offerings

2018-2019



- Spanish Immersion: Grades 1-5 (Two Sections at each Campus)
- Dual Language: Grades 1-5 (One Section at each Campus)

## Grades 6-12

- 6 = Science, Social Studies, Reading
- 7 = Social Studies, Spanish Language Arts, Science
- 8 = Spanish II PAP, History
- 9 = Spanish III PAP
- 10 = Spanish IV PAP or IV AP
- 11 = Spanish V AP
- 12 = Spanish VI



# Brain Research



- Second Language acquisition has an open window for brain connection from birth to age ten, therefore, beginning a dual language program at an early grade level would appear the most recommended practice for school personnel and parents.
  - *Texas Education Agency in Collaboration with Kolak*



# + Language Development

Conversational / Social  
Language



Cognitive Academic Language

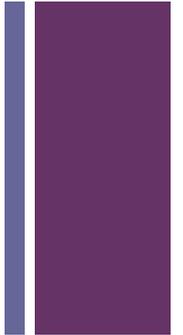


# + Underlying Assumption

- Knowledge learned through one language paves the way for knowledge acquisition in the second language. Thus students who learn content in one language are expected to demonstrate content knowledge in the second language once they acquire the language skills to express that knowledge.



# + Underlying Assumptions



- Students need an extended amount of time to fully develop a second language (bilingual vs. bi-literate)
- 5-7 Years
- Long-term cognitive advantages of bilingualism will not accrue until the student has sufficiently developed both languages
- These advantages usually surface between 3<sup>rd</sup> and 5<sup>th</sup> grades.

# + Biliteracy Issues

- There is positive transfer between L1 and L2 in phonemic awareness, reading phonics, word recognition, word strategies, use of cognates, monitoring comprehension. (Some students need direct instruction before they can utilize similarities.)
- Biggest obstacle is the lack of vocabulary in L2
- Some reading strategies are common to both languages, others are specific to the phonetic and grapheme systems.





# Early L2 Instruction is Good



- Early exposure takes advantage of natural language-learning ability
- Early socio-cultural openness
- Pedagogy and learning styles are compatible in early grades

## BUT...

- Early start does NOT guarantee higher levels of achievement than a delayed start
- Delayed L2 can actually be equally effective in some situations (older students are faster learners / older students have well developed L1 literacy skills that can help transfer)



# Goals of AHISD Immersion and Dual Language



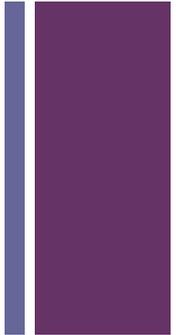
High levels of literacy in both Spanish and English  
High academic achievement---same curriculum as other classrooms  
Development of cross- cultural understanding and appreciation



Dual Language	Spanish Immersion
Two groups of students (ELLs and English speakers) learning content through Spanish and English	One group of students (native English speakers) learning content through Spanish
90% - 10% model of instruction	Full Spanish Immersion
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, teacher	Language Models: teacher
Maximum of 20-22 students per class (dependent on ELL enrollment)	Maximum of 24 students in a class (Teaching Assistant)



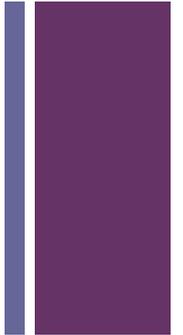
# Is Immersion/ Dual Language for ALL students?



- YES!

- Under the right circumstances, all children, even those with a language impairment, are able to acquire and learn in two languages (Genesee, Paradis & Crago, 2004; Gutierrez-Clellen, Simon-Creijido & Wagner, 2008)
- An important aspect of deciding if immersion is appropriate for a child is having expectations for an individual child's learning outcomes (Myers, 2010)

# + Common Frustrations



- Class size is larger than non-immersion classrooms
- Volunteer opportunities are more limited
- Some parents “panic” because they can not help with homework
- 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.

# + For you to consider. . .

- 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

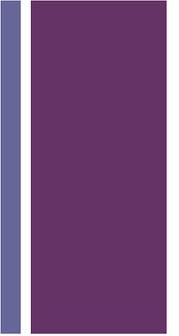


# + Selection of Students

- Board Adopted Procedures:
  - Only open to students who attend kindergarten at Howard Early Childhood Center
  - Siblings are automatically admitted- providing the older sibling is currently enrolled in the program OR completed 5 years in the elementary program
  - Parent / guardian must attend one orientation session for the child to be eligible for the lottery
- Attendance area-
  - When possible, Spanish Immersion/Dual Language students will be assigned to the school in the area in which they reside
  - If there are not sufficient applicants to fill the class using this criteria, students may be assigned to the other elementary school. (Parents will be responsible for transportation)

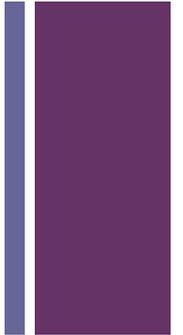
# + Lottery Procedure:

- Straight lottery by campus according to program preference
- Program preference noted on application and wait list is maintained for program preference #1 through Meet the Teacher



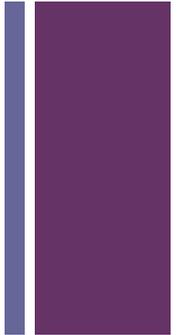


# Commitments:



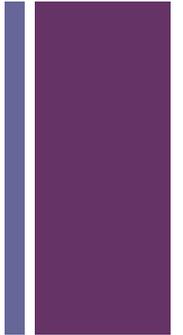
- 5-year commitment to this program
- Parents commit to being supportive of the program and the recommendations of the program teachers
- Understanding that there could be a lag in the acquisition of English reading and writing. Experience has shown that the lag typically disappears by the 5<sup>th</sup> grade and is evidenced on achievement tests
- It is especially important to read in English every night at home to establish the foundation for English literacy

# + Commitments (cont.):



- Understanding that the Spanish Immersion program is offered at both Cambridge and Woodridge:
  - 2 sections at Cambridge/ 2 at Woodridge
  - Could be assigned to either campus
  - 24 students assigned to the class (most non-Immersion classes have 19)
- Understanding that Dual Language is offered at both Cambridge and Woodridge
  - 1 section of Dual Language at Cambridge / 1 at Woodridge
    - Could be assigned to either campus

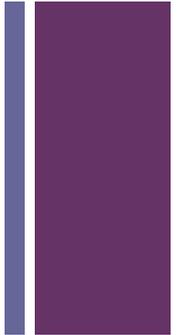
# + Lottery Timeline



- Begins – March 29, 2018 | Lottery applications will be accepted
- Ends – April 6, 2018 (Applications for the lottery must be received in the Curriculum Office (7101 Broadway) by 4:30 pm)
- Lottery – Week of April 9<sup>th</sup> – 13<sup>th</sup> , 2018
- Notification – Last week of April
- Commitment forms due in Curriculum Office no later than May 4, 2018 by 4:30 p.m.



# Dual Language/ Spanish Immersion Contact Information



- Dr. Dana Bashara, Assistant Superintendent,  
[dbashara@ahisd.net](mailto:dbashara@ahisd.net), Phone: 832-5954
  - Secretary: Alicia Caballero, [acaballero@ahisd.net](mailto:acaballero@ahisd.net)
- Howard Early Childhood Center  
Principal: Susan Peery, [speery@ahisd.net](mailto:speery@ahisd.net)  
Phone: 832-5900
- Cambridge Elementary  
Principal: Jana Needham, [jneedham@ahisd.net](mailto:jneedham@ahisd.net)  
Phone: 822-3611
- Woodridge Elementary  
Principal: Gerrie Spellmann, [gspellmann@ahisd.net](mailto:gspellmann@ahisd.net)  
Phone: 826-8021