



Dual Immersion Program  
Chandler Traditional Academy  
Liberty Campus

Kindergarten Parent  
Information Meeting  
January 20 and 21, 2015





# Spanish Immersion Program Objectives

- Maximize students' second language proficiency
- Provide a rich, traditional academic environment
- Develop students' abilities to work successfully in multiple cultural settings
- Offer a meaningful, culturally diverse experience for the entire school community



# Introduction

- “Monolingualism, is the illiteracy of the 21st Century.”  
-Gregg Roberts, Language Immersion Specialist, Utah State Office of Education
- “The future is here. It’s multi-ethnic, multicultural and multiliterate.”  
-V. Stewart, Becoming Citizens of the World, ED.Leadership, p.8
- Conversations about globalization permeate the work force.
- Students must be prepared to compete in a complex global economy.
- Dual Language Immersion education:
  - Prepares linguistically and culturally competent students.
- Engages students in two different languages throughout elementary school
  - More than forty years of research consistently documents the power of language immersion programs to help students attain high levels of second language proficiency.
  - No other type of instruction, short of living in a second language environment, is as successful. Young children especially thrive in this type of instructional environment.

-Utah Spanish Dual Immersion Programs 2013-14



# Is Language Immersion New?

- For over nearly half a century, research on language immersion education has shown benefits such as academic achievement, language and literacy development in two or more languages, and cognitive skills. (Center for Advanced Research on Language Acquisition)
- Immersion in Canada has been common for over 35 years.
- Immersion is the natural way we all learn our native language.
- Immersion schools are gaining popularity in the United States.
- 2007: 250 schools in the country participating in immersion programs
- 2011: 530 schools in the country participating in immersion programs
- Utah has students immersed in French, Spanish, Mandarin Chinese, and Portuguese
  - 2009: 1,400 students in 25 schools
  - 2013: 20,000 students in 100 schools
  - 20% of all Utah elementary schools participate
  - 95% of Utah school districts participate through grade 12



# Why Spanish?

- There are 21 countries on 4 continents that have Spanish as the official language.
- It serves as an official language of the United Nations, the European Union, World Trade Organization, and North American Free Trade Agreement.
- It is the third most commonly used language on the Internet after English and Chinese.
- Spanish is the 3rd most spoken language in the world.
- Immersion programs originated in Spanish.



# Important Educational Investments in DLI Spanish

- One of the world's most phonetic languages
- Opens the doors to domestic and international career opportunities
- Better performance on standardized tests
- Origins of more than 50% English words traced to Spanish
- Spanish-speaking candidates recruited by major international and domestic businesses and organizations
- Students are culturally sensitive and better at reconciling conflicting ideas
- Students are better at multitasking and retain cognitive faculties longer



# Why Begin in the Primary Grades?

- Young children have the capacity:
  - The brain is developmentally ready for languages
  - Twice as many synapses (connections)
  - Connections must be used or they are lost
  - Systematic and regular exposure to spoken languages
- Spanish language proficiency requires many hours of instruction
- In high school:
  - The brain becomes slowly less responsive
  - The job of learning a foreign language becomes much harder



# Why Is CUSD Choosing Immersion?

Cognitive Impacts of Spanish DLI enable students to:

- Develop greater cognitive flexibility
- Increase attention control and memory
- Develop superior problem-solving skills
- Attain high levels of second language proficiency
- Understand primary language better
- Maximize achievement in their primary language
- Develop cultural skills
- Boost their brain power





# Why is CUSD Choosing Immersion?

Spanish Dual Language Teacher is:

- A general education teacher who also speaks and teaches in Spanish
- Certified through the NES Spanish Test
- A partner with English-speaking teacher (50/50 model) so no additional personnel cost results
- Using the same curriculum as non-immersion schools
- Scaffolding instruction through the use of body language, visuals, manipulative, exaggerated facial expressions, and expressive intonation
- A critical and valued member of the school community



# What Are the Long Term Effects?

- Well-established positive relationship between problem-solving and critical thinking skills and being a fully proficient bilingual who maintains both languages.
- Fully proficient bilinguals outperform monolinguals in:
  - Listening and awareness of verbal and non-verbal cues
  - Divergent thinking and pattern recognition skills
  - Learning additional languages
- National data trends show students in K-6 DLI programs:
  - Score at or above their non-immersion peers on standardized tests in reading and writing.
  - Demonstrate college and career-ready proficiency in reading, writing, and speaking skills.
  - Are better prepared for global community and job markets where a second language is an asset.



# Spanish Immersion at CTA-Liberty

- Launching Immersion Program at the Primary Grades:
  1. In 2015-16, the Spanish immersion program will be available to all children at Liberty who are entering first grade.
  2. Mrs. Molly Garrison will instruct the English Language Arts (Reading, Writing, Spelling, Grammar) in English for 50% of the day.
  3. Mrs. Kristie Moreno will instruct Math, Social Studies, and Science content in Spanish for 50% of the day.
  4. In 2016-17, the Spanish immersion program will be available to all incoming kindergarteners, continuing first graders, and continuing second graders.
- Spanish dual language immersion will be integrated into Liberty's existing culture and traditions.
- Target families who value proficiency in a second language at an early age and commit to program progression



# Is Immersion Realistic for All?

- Immersion may not be for everyone at elementary level:
  - Some families value a mastery of home language first
  - Students must be fully proficient in English on AZELLA
  - Student interest should play a role in the family's decision
  - Language is one area where students may excel
  - Encourage parents to appreciate the uniqueness of their child, interests, and foster those talents
- The Spanish immersion program is designed for children of families who do not speak Spanish
  - Home-school communication is conducted in English
  - Families are not expected to speak Spanish at home



## CTA-Liberty Parent Information Meetings

- The implementation of a Spanish DLI program at CTA-Liberty was discussed at a Site Council Meeting in November, 2014, with Site Council members receptive to the proposal.
- Several kindergarten parents were invited to initial information meetings on January 20 and January 21, 2015.
- After this program has received approval by the CUSD Board, several February meetings will be held for all CTA-Liberty families who have children in kindergarten and at other grade levels.
- Ongoing educational opportunities, such as a book study, will be available to parents who wish to place their students in the Spanish DLI program at Liberty or are interested in the program.



# Assessment

Students in the Spanish DLI will:

- Be assessed in English in all content areas on standardized state assessments.
- Study the same content-area curriculum and reach the same level of proficiency as students not in the Spanish DLI program.
- Be monitored on daily progress in Spanish language proficiency with formative assessments, such as the NCSSFL-ACTFL Can-Do Statements.
- Be interviewed at the K-2 level and take online or paper summative language fluency assessments in grades 3-6.
- Be proficient at the intermediate-mid level after completing sixth grade.



# K-12 Articulation of Spanish Dual Immersion Program at Chandler School District

**Chandler High School**  
**Perry High School**  
**9-12**

**Dual Enrollment Language Course (College) or start of a 3<sup>rd</sup> language (optional)**  
**10-12**

**AP Spanish 9<sup>th</sup> Grade & Geography for Life (Honor)**

**ACP Erie**  
**ACP Oakland**  
**Willis JH**  
**7-8**

**US History (Honor)**  
**8<sup>th</sup> Grade**

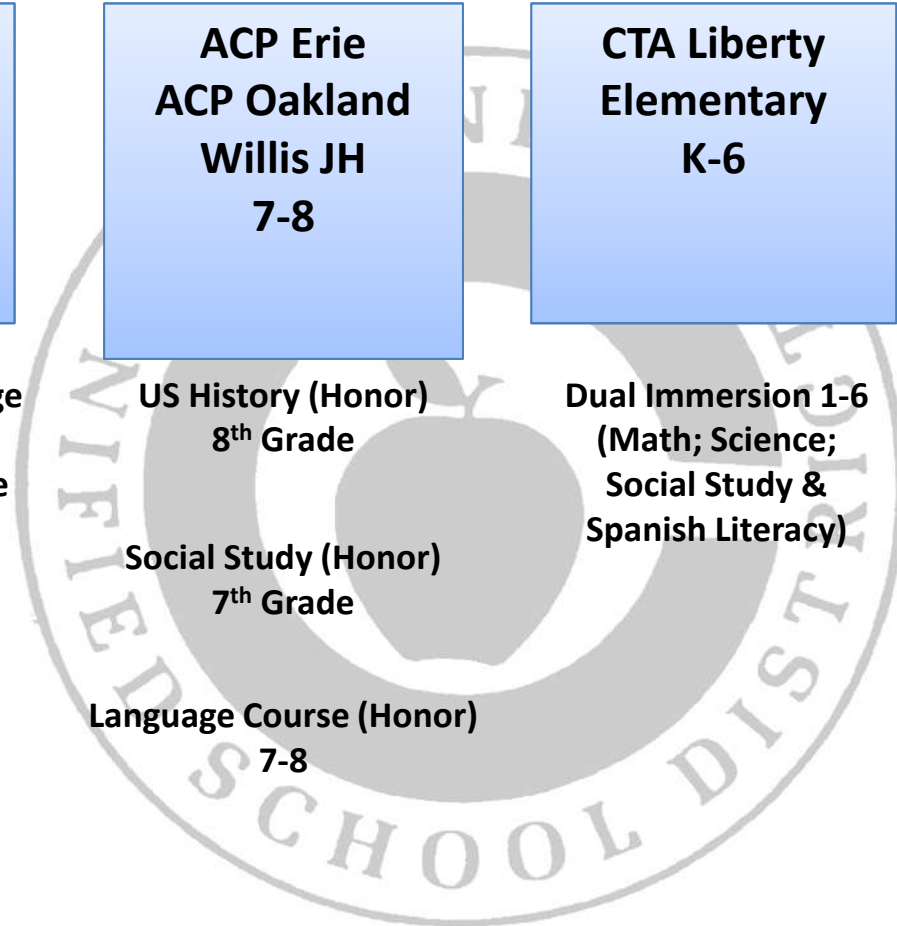
**Social Study (Honor)**  
**7<sup>th</sup> Grade**

**Language Course (Honor)**  
**7-8**

**CTA Liberty Elementary**  
**K-6**

**Dual Immersion 1-6**  
**(Math; Science; Social Study & Spanish Literacy)**

**TL3C**  
**Teachers of Language Learners Learning Community**  
**Mesa Community College**





# Standardized Test Growth of Peer Models

- Student achievement and generalized growth (letter grades) are significant for DLI peer models in Maricopa County.
- Critical thinking and problem-solving skills are enhanced with the second language instruction.
- Sixth graders will attain an ACTFL Spanish proficiency level of intermediate-mid in listening, speaking, reading, and writing by the end of the year.
- Liberty Spanish DLI students continuing with dual enrollment and honors Spanish will graduate from high school with an ACTFL Spanish proficiency level of advanced-mid in listening, speaking, reading, and writing.