



Immersion Programming

Magnet and Curriculum Enhancement Programs

March 18, 2014



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"Bilinguals can switch between two different language systems. Their brains are very active and they develop more flexible approaches to thinking through problems."

~Zelasko and Antunez, 2000



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Benefits of Language Immersion

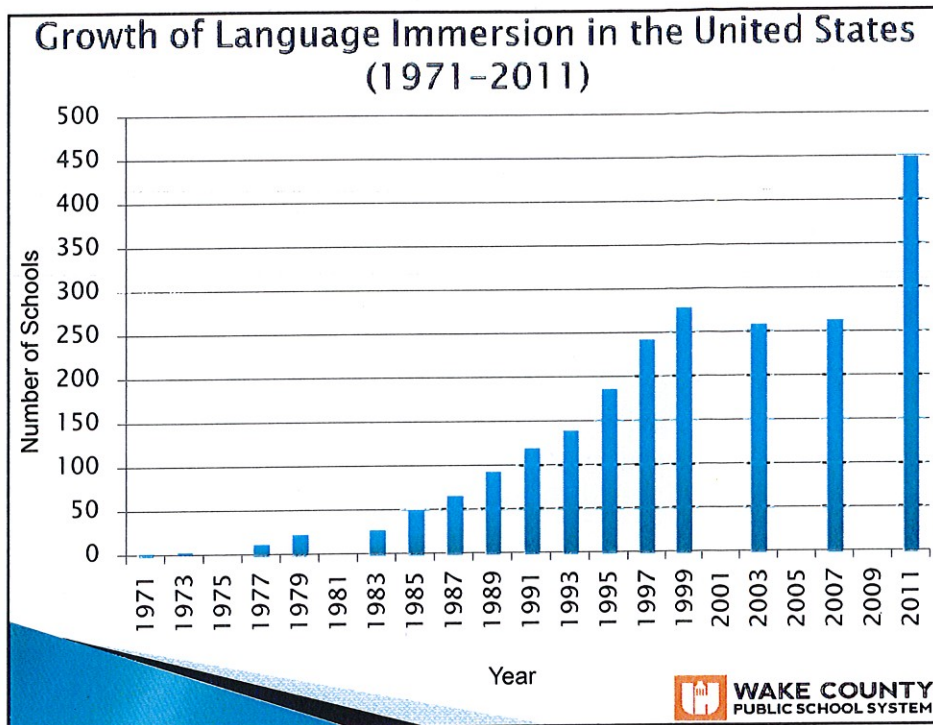
- ▶ Proficiency in English
- ▶ Proficiency in a second language (Spanish & Chinese)
- ▶ Intercultural competence
- ▶ Increased academic performance (proficiency and growth) in content areas



Learning through two languages expands and enhances students' thinking skills, ensuring that students' cognitive development and flexibility surpass that achieved through a curriculum delivered in only one language. On top of that, students from diverse backgrounds learn to respect and value each other as partners in the learning/acquiring process.

~ Thomas and Collier, *Dual Language Education for a Transformed World*





How does immersion support literacy/math growth?

- ▶ Students have the ability to mimic closely the native pronunciation and intonation of a new language. In addition, literacy skills that are being developed in the native language transfer to the learning of the new language.
- ▶ Children develop initial literacy in the immersion language. Many cognitive processes that underlie the ability to read, such as understanding the relationship between the spoken language and the written word, transfer from one language to another (Cloud, Genesee, & Hamayan, 2000).
- ▶ Immersion programs are effective because they use second language acquisition as the vehicle for learning the general education curriculum. As such, the content is likely more interesting for the student and maximizes the instructional time by accomplishing two goals at once: *language acquisition and content learning*.

"In 2012-13 SPLASH students performed 26 percentage points higher in reading and 24 percentage points higher in math than their non-SPLASH peers."

Visiting International Faculty Program (VIF) International Education



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There are two types of Immersion Programs:

- ▶ Full Immersion Programs
- ▶ Dual Language Immersion Programs



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Full Immersion Programs

- ▶ Serve native speakers of English in an environment where the target language is used exclusively
- ▶ Content in core classes (literacy, math, social studies, science) is delivered in the target language
- ▶ English Language Arts, through a second literacy block, will be introduced in second grade
- ▶ Students become bilingual, biliterate and bicultural
- ▶ Students are equally proficient in both languages with near-native fluency in the target language



Dual Language Immersion Programs

- ▶ Serve approximately 50% native speakers of English and approximately 50% target language speakers
- ▶ Students have half of their core classes taught in the target language and half of their core classes taught in English
- ▶ Content in core classes (literacy, math, social studies, science) is delivered in both languages
- ▶ English Language Arts, through a second literacy block, will be introduced in second grade (literacy taught in both languages)



Dual Language Immersion Programs (cont.)

- ▶ There is a strict separation of languages (not switching between languages in one class period).
- ▶ Target language speaking students and English speaking students learn and help each other to learn their non-native language.
- ▶ Dual immersion classrooms bring students together from different language, racial, and ethnic backgrounds, therefore allowing students to learn about cultures that are different than their own.



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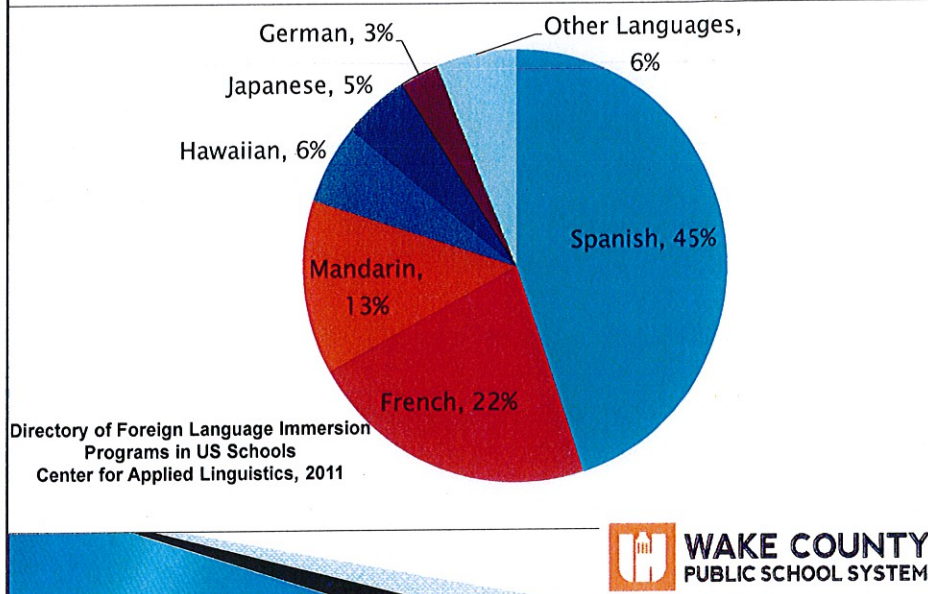
"Learning in two languages develops inactivated brain areas and increases creativity and problem solving skills."

~ VIF International Education



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Percentage of Immersion Programs by Language of Instruction (2011)



Why Spanish Immersion?

In addition to the academic benefits:

- ▶ "Speaking Spanish is becoming more of a necessity than a choice in many parts of the country" (USA Today, *Those Who Don't Speak Spanish May be Left Behind* 2008).
- ▶ Spanish is the second most spoken language in the United States" PEW Research Center, *"What's the Future of Spanish in the United States"* (2013).
- ▶ When native language is maintained, links to family, community and heritage are preserved.

Presently . . .

- ▶ We have a full Spanish Immersion Program at Jeffreys Grove Elementary School.
- ▶ The program is in its second year of implementation (kindergarten and 1st grade).
- ▶ All core classes are taught in Spanish by one teacher.
- ▶ Specials are taught in English.
- ▶ To maximize collaborative efforts, Jeffreys Grove faculty members participate in Global Education module learning with PLT groups. Resources are integrated into all classes in K-5. Additionally, the Spanish Immersion teacher and the traditional Spanish teacher facilitate professional development opportunities to help other teachers integrate the Spanish culture into their classes.



Dual Language Spanish Immersion

- ▶ Hodge Road is a Title 1 school with high needs
In 2012-2013:
 - 22.9% of their students were proficient
 - Growth was not met
- ▶ 40.5% of Hodge Road students are LEP (district average 11%)
- ▶ "Dual language education is the most powerful school reform model for high academic achievement, whatever the demographic mix" according to Thomas and Collier, the authors of *Dual Language Education for a Transformed World*
- ▶ Knightdale Working Group recommended that any curriculum enhancement or magnet program for Knightdale be designed to address Knightdale's specific needs
- ▶ Perfect match for Dual Language Immersion with high LEP population and desire to attract non-LEP students to the school



Implementation Plan

- Hodge Road Elementary will begin implementing a Dual Language Spanish Immersion Program in the 2014-15 school year with their first year of kindergarten immersion students



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Why Chinese Immersion?

- Because of the size of the country, Mandarin Chinese is the most widely spoken language in the world (surpassing English 2-1).
- We live in a global and interconnected economy and we need to prepare WCPSS students to be globally competitive.
 - Currently, WCPSS has 15 Chinese programs (4 in high school, 4 in middle school, 7 in elementary).
- China is the second largest economy in the world.
- China is one of the largest trading partners of the US.
- International businesses prefer to hire people who speak more than one language. China has become a huge market, and business leaders are looking for people who can speak Chinese and operate successfully in a Chinese cultural context.



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Chinese Full Immersion

- ▶ Stough Elementary has fully embraced the implementation of global education since becoming a school within the Global Schools Network (GSN) and has demonstrated success as considered by the GSN strategic plan (2012–2013)
- ▶ Previously considered to be named a magnet school in an effort to maintain base students because of expanded program offerings
- ▶ 48.3% of Stough's base students currently attend the school
- ▶ Our community has an interest and demand for Chinese Immersion.
- ▶ Stough Elementary has a strong Global Schools Program.



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Implementation Plan

Stough Elementary will begin implementing a Chinese Immersion Program in the 2014–15 school year with their first year of kindergarten immersion students



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Thank you for your time.

Gracias por su tiempo.

Xiè xie nǐ gěi wǒ de bāng zhù .
谢谢你给我的帮助。



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Language Immersion Frequently Asked Questions

Q. What is a Language Immersion program?

A. Students are offered the opportunity to develop fluency in reading, writing, speaking and listening in the target language. They also learn to think in a second language, which is a high-level skill. In kindergarten through fifth grade, students are expected to speak in the target language of that class.

Core Characteristics of Immersion Education

- Goal of bilingualism with sustained instruction through the second language and the majority language is promoted
- In *dual immersion*, subject area instruction through the target language occurs for at least 50% of core instructional time throughout K-5
- In *full immersion*, subject area instruction through the target language occurs for at least 90% of core instruction time throughout K-1st and 80% in 2nd -5th
- Teachers are fully proficient and certified in the language(s) they use for instruction
- Clear and sustained separation of languages during instructional time

Q. Will students also learn English?

A. Yes. Beginning in second grade, students receive daily instruction by a certified elementary teacher who focuses on reading skills, writing, spelling and grammar via the Literacy Common Core State Standards, hereafter CCSS.

Q. What about math, science and other subjects?

A. Immersion students follow the CCSS and the NC Essential Standards. Students also have full access to visual and performing arts, PE, technology, and media specials taught in English, as well as other instructional programs offered at their schools.

Q. How will learning content in a second language affect a child's English literacy development?

A. Research consistently finds that the immersion experience actually enhances English Language development. In full immersion programs, children develop initial literacy in the target language. Many cognitive processes that underlie the ability to read, such as understanding the relationship between the spoken language and the written word, transfer from one language to another (Cloud, Genesee, & Hamayan, 2000).

Q: Should students enter an Immersion program after the first grade?

A. Usually two-way programs do not accept English-only speakers after first grade. Exceptions to this might include students from outside of the district who have previously participated in immersion program and bilingual and biliterate students (of the same age).

Q. Do English learners get enough English instruction in a full immersion model?

A. English time must be carefully defined and implemented. High quality curriculum and instruction are essential. Research shows that when programs are fully implemented according to the program design, English learners in full immersion models score as well as or better than their peers in other programs in English tests (Lindholm-Leary, (2001) *Dual Language Education*, Multilingual Matters LTD).

Cloud, Genesee, & Hamayan (2000). Dual language instruction: A handbook for enriched education. Boston, MA: Heinle & Heinle Publishers.

Lindholm-Leary, K. (2001). Dual Language Education. Clevedon, England: Multilingual Matters.

North Carolina Dual Language/Immersion Programs 2013-2014

77 programs total using 4 models and 7 languages in 25 districts and 7 independent schools

Sorted by District

District	School	Language	Model
Alamance-Burlington (3)	Elon Elementary School (PreK-5)	Spanish	Full Immersion
	Marvin B. Smith Elementary (PreK-5)	Spanish	Full Immersion
	South Graham Elementary (PreK-5)	Spanish	Two-Way
Buncombe County (2)	Avery's Creek Elementary (K-4)	Spanish	Two-Way
	Glen Arden Elementary School (K-5)	Spanish	Full Immersion
Cabarrus County (1)	Carl A. Furr Elementary (PreK-5)	Spanish	Two-Way
Chapel Hill-Carrboro City (5)	Carrboro Elementary (K-5)	Spanish	Two-Way
	Frank Porter Graham Elementary (K-5)	Spanish	Two-Way
	Glenwood Elementary (PreK-5)	Chinese	Two-Way
	McDougle Middle School (6-8)	Chinese	Partial Immersion
Charlotte-Mecklenburg (14)	Collinswood Language Academy (K-8)	Spanish	Two-Way
		Chinese	Full Immersion
		French	Full Immersion
		German	Full Immersion
		Japanese	Full Immersion
	E.E. Waddell Language Academy (K-8)	Spanish	Two-Way
		French	Partial Immersion
		German	Partial Immersion
		Japanese	Partial Immersion
		Spanish	Partial Immersion
	Oaklawn Language Academy (K-8)	French	Partial Immersion
		German	Partial Immersion
		Japanese	Partial Immersion
		Spanish	Partial Immersion
		Spanish	Partial Immersion
Chatham County (3)	Chatham Middle School (6-8)	Spanish	Two-Way
	North Chatham Elementary (K-5)	Spanish	Two-Way
	Siler City Elementary (K-5)	Spanish	Two-Way
Cumberland County (6)	Anne Chesnutt Middle (6-8)	Spanish	Partial Immersion
	E. E. Miller Elementary (PreK-5)	Spanish	Full Immersion
	Howard Hall Classical Elementary (K-5)	Spanish	Full Immersion
	Morganton Road Elementary	Spanish	Full Immersion
	New Century International Elementary (K-5)	Chinese	Full Immersion
	William H. Owen Elementary (K-5)	Spanish	Full Immersion
Duplin County (1)	Rose Hill-Magnolia Elementary (K-5)	Spanish	Developmental Bilingual
Durham Public (1)	Southwest Elementary (PreK-5)	Spanish	Two-Way
Greene County (3)	Snow Hill Primary (K-1)	Spanish	Two-Way
	West Greene Elementary (2-3)	Spanish	Two-Way
	Greene County Intermediate (4-5)	Spanish	Two-Way
Guilford County (3)	Aycock Middle School (6-8)	Spanish	Partial Immersion
	Jones Elementary (PreK-5)	Spanish	Full Immersion
	Kirkman Park Elementary (PreK-5)	Spanish	Full Immersion
Harnett County (2)	Coats Elementary (K-5)	Spanish	Two-Way
	North Harnett Primary (K-2)	Spanish	Two-Way
Henderson County (1)	Bruce Drysdale Elementary (K-5)	Spanish	Two-Way
Iredell-Statesville (1)	East Iredell Elementary (K-5)	Spanish	Two-Way
Johnston County (2)	Cooper Elementary (K-5)	Spanish	Two-Way
	Selma Elementary (K-5)	Spanish	Two-Way
McDowell County (1)	Eastfield Elementary (K-6)	Spanish	Full Immersion
Moore County (1)	West End Elementary (PreK-5)	Spanish	Full Immersion

North Carolina Dual Language/Immersion Programs 2013-2014

77 programs total using 4 models and 7 languages in 25 districts and 7 independent schools

Sorted by District (continued)

District	School	Language	Model
New Hanover County (1)	Forest Hills Global Elementary (K-5)	Spanish	Full Immersion
Onslow County (5)	Carolina Forest International Elementary (K-5)	Spanish	Full Immersion
	Clyde Erwin Elementary (K-5)	Spanish	Full Immersion
	Hunters Creek Elementary (K-5)	Spanish	Full Immersion
	Sand Ridge Elementary (K-5)	Spanish	Full Immersion
	Stateside Elementary (K-5)	Spanish	Partial Immersion
Randolph County (1)	Hopewell Elementary School (K-5)	Spanish	Full Immersion
Union County (5)	Kensington Elementary (K-5)	Chinese	Full Immersion
	Marvin Elementary (K-5)	Chinese	Full Immersion
	Shiloh Elementary (K-5)	Spanish	Full Immersion
	Sun Valley Elementary (K-5)	Spanish	Full Immersion
	Unionville Elementary (K-5)	Spanish	Full Immersion
Wake County Public Schools (1)	Jeffreys Grove Elementary (PreK-5)	Spanish	Full Immersion
Warren County (1)	Northside Elementary (PreK-5)	Spanish	Full Immersion
Wilson County (1)	Margaret Hearne Elementary (K-5)	Spanish	Two-Way
Winston-Salem/Forsyth County (4)	Ashley Elementary (K-5)	Spanish	Two-Way
	Konnoak Elementary School (K-5)	Chinese	Full Immersion
	Smith Farm Elementary School (K-3)	Spanish	Two-Way
	Speas Elementary (K-5)	Spanish	Two-Way
	Casa Esperanza Montessori (PreK-8)	Spanish	Two-Way
Independent Schools • Charter • Parochial • Private	Charlotte Bilingual PreSchool (Ages 3-5)	Spanish	Developmental Bilingual
	Epiphany School of Global Studies (K-12)	Spanish	Partial Immersion
	International Montessori School (PreK-3)	French	Full Immersion
		Spanish	Full Immersion
	Kituwah Academy	Cherokee	Full Immersion
	Socrates Academy Charter School (K-8)	Greek	Partial Immersion
	Sounds and Colors (Infants-K)	Spanish	Full Immersion

For more information about North Carolina's Dual Language/Immersion Programs:

Dual Language/Immersion Programs under Materials & Resources on the World Language wiki: <http://bit.ly/NCDLlprograms>

Contact Ann Marie Gunter, World Language Consultant, at ann.gunter@dpi.nc.gov or 919-807-3865.