

BEST PRACTICES AND CULTURE CHANGE IN TWO-WAY
IMMERSION THROUGH THE USE OF AN ACTION PLAN

by

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PROJECT SUMMARY

As the demand for access to language immersion programs increases, it is imperative that the appropriate amount of time, energy and thought be applied to the planning process for programs in their developmental infancy. This can be a difficult and cumbersome undertaking and therefore requires that members of two-way immersion planning committees consider: what has to happen to create an effective program, who is responsible for implementing the decisions made for the program, and when will items be implemented.

This capstone project focuses on the creation of an action plan for the use of planning committees charged with the task of developing a two-way immersion program. A link to the action plan can be found here: <https://drive.google.com/file/d/1G-E7LV4K8w747Ydfjkx3PI28YlXvu4oc/view?usp=sharing>. The action plan was created as a tool to help initiate the process of culture change within a school and to guide planning committees in their decision-making, while ensuring best practices related to two-way immersion be upheld. The plan is used to answer the guiding question: How does a planning committee create culture change using best practices to implement and sustain a two-way immersion program?

The action plan outlines six sections that have been included to guide the planning committee in making decisions with best practices in mind. The plan identifies overarching areas of need within a two-way immersion program. These areas include: program development, program visibility, classroom teacher practices, all-staff practices, parent information/resources, district-level communication, and curriculum/assessment

materials. Within each area of need are subsections devoted to the implementation of action items. There is a subsection to identify the program component that needs to be addressed, a subsection to provide research which supports the program component, a subsection which identifies the action item that must be implemented, a subsection for a suggested timeline for implementation, a subsection which identifies the party responsible for implementation of the component, and one last subsection which identifies the party responsible for monitoring implementation for fidelity.

The document itself was developed for a program that is in its second year of implementation, however it is adaptable and can easily be modified to fit the needs of any two-way immersion program throughout different stages of development. The audience for whom the action plan was developed consists of members of a planning committee who are helping to develop a new program. The committee will use the action plan to identify program needs, delegate responsibilities, and determine and follow a timeline for implementation of the program components.

The main goal of this project is to create a mechanism for two-way immersion program developers that will allow them to make research based decisions in the best interest of the students that the program serves. The design of the action plan allows for accountability of committee members and the best practices research embedded within the plan will help to ensure promising outcomes for students.

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Guiding Questions:

1. What is the Purpose of the Immersion Program within the District?
2. Why Two-Way Immersion?

Program Component	Research to Support Reasoning for Component	Action Item	Suggested Timeline	Party Responsible for Implementation	Party Responsible for Monitoring for Fidelity
Program Visibility within the School					
Equality amongst the status of both languages	<p>1. "The two languages are distributed evenly across grades, as in a 50:50 model, or, as in 90:10 models, are <u>structured in favor of the minority language to counter the pervasive presence of English inside and outside school</u>. In addition, TWI staff is aware of nonclassroom areas where linguistic inequities may appear, for example, in the language used for public announcements, library acquisitions, access to textbooks and supplementary materials, and the way the two languages are used outside the classroom." (p.202)</p> <p>de Jong, E. J. (2011). <i>Foundations for multilingualism in education: From principles to practice</i>. Philadelphia: Caslon Publishing.</p> <p>2. "When choosing and implementing a program, it is important to remember that the two languages of most DL programs rarely enjoy the same status in the broader community. English typically holds a more powerful position, not just economically and in popular culture, but also in practically all aspects of life. The power of English is also evident in school when, for example, tests in English take on such importance that use of the non-English language is progressively reduced to prepare students for mandated standardized testing in English. It is important to foresee this inequality in the status of the two languages and to <u>make plans from the very beginning to raise the status of the non-English language in the school</u>, and, if possible, even in the broader community in which the students live. Because English enjoys such high status, it may not be sufficient to raise the other language to be on par with English; rather, it is often necessary to elevate its status so that it takes precedence over English. Otherwise, English will prevail at the expense of use of the other language and students' proficiency in that language." (p.65)</p> <p>Hamayan, E., Genesee, F., & Cloud, N. (2013). <i>Dual language instruction from a to z</i>. Portsmouth, NH: Heinemann.</p>	<p style="text-align: center;">Make program and target language more visible within the school by:</p> <p>Adding signs in Spanish to exterior of building</p> <p>Adding signs in Spanish to interior of building</p> <p style="text-align: center;">Make school announcements bilingual</p> <p style="text-align: center;">Make school-wide assemblies bilingual</p>	See dates listed below		

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	<p>3. “Not surprisingly, the less socially prestigious language in a society is the one most subject to language loss. <u>To promote the prestige of the partner language and counteract the dominant status of the mainstream society’s language, the partner language must receive more focus in the early stages of a dual language program.</u> For 90:10 dual language programs, in which students are receiving almost all of their instruction through the partner language, it is important that literacy begin in that language for all students.” (p. 16)</p> <p>Howard, E. R., Lindholm-Leary, K. J., Rogers, D., Olague, N., Medina, J., Kennedy, B., Sugarman, J., & Christian, D. (2018). <i>Guiding Principles for Dual Language Education</i> (3rd ed.). Washington, DC: Center For Applied Linguistics.</p>				
<p>Exterior/Interior Building Signage in Spanish</p>	<p>“Teacher Tip – Elevating the Status of the Non-English Language In the school, by: <u>-Making the majority of the visuals and signs on the walls in the hallways and in the classrooms in the non-English language</u>” (p. 68)</p> <p>Hamayan, E., Genesee, F., & Cloud, N. (2013). <i>Dual language instruction from a to z</i>, Portsmouth, NH: Heinemann.</p>		<p>January 1, 2019</p>		
<p>School-wide Announcements in Target Language and English (linguistic equity)</p>	<p>“Teacher Tip – Elevating the Status of the Non-English Language In the school, by: <u>-Making the morning announcements in both languages</u>” (p. 68)</p> <p>Hamayan, E., Genesee, F., & Cloud, N. (2013). <i>Dual language instruction from a to z</i>, Portsmouth, NH: Heinemann.</p>		<p>September 1, 2018</p>		
<p>School-wide Assemblies (linguistic equity)</p>	<p>“Teacher Tip – Elevating the Status of the Non-English Language In the school, by: <u>-Celebrating achievement in the non-English language</u>” (p. 68)</p> <p>Hamayan, E., Genesee, F., & Cloud, N. (2013). <i>Dual language instruction from a to z</i>, Portsmouth, NH: Heinemann.</p>		<p>September 1, 2018</p>		

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Program Development

Creation of Mission Statement	<p>1. “In dual language programs, the need for a <u>clear commitment to a vision and goals focused on bilingualism, biliteracy, and sociocultural competence</u> has been demonstrated in studies and advocated by dual language education teachers and administrators (Berman et al., 1995; de Jong, 2011; Genesee et al., 2006; Lindholm-Leary, 2001; Lindholm-Leary & Genesee, 2010; Montecel & Cortez, 2002). Research on effective schools has also shown that successful outcomes result from a program model that is grounded in sound theory and best practices associated with an enriched –not remedial– instructional model (e.g., Genesee et al., 2006; Lindholm-Leary & Genesee, 2010; Montecel & Cortez, 2002). Researchers have consistently reported that the higher the quality of implementation of the dual language education model, the stronger the results of dual language over English-only instruction for English learners (Genesee et al., 2006; National Academies, 2017). Also, it is important to note that English learners who participate in a mix of different programs demonstrate the lowest outcomes of all (Lindholm-Leary & Borsato, 2006; Menken, Kleyn, & Chae, 2012). Thus, a consistent, sustained program of dual language education is crucial, ideally one with a preK-12 pathway.” (p.10)</p> <p>Howard, E. R., Lindholm-Leary, K. J., Rogers, D., Olague, N., Medina, J., Kennedy, B., Sugarman, J., & Christian, D. (2018). <i>Guiding Principles for Dual Language Education</i> (3rd ed.). Washington, DC: Center For Applied Linguistics.</p> <p>2. Guiding Principles for Dual Language Education – Strand 1: Program Structure – “Principle 1: All aspects of the program work together to achieve the three core goals of dual language education: grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence.; Key Point A: <u>The program design is aligned with program mission and goals.;</u> <u>Exemplary practice:</u> The program design is fully aligned with the program mission (e.g. through length of program, language allocation, language of initial literacy instruction, recruitment of students) and will enable students to attain all program goals. The mission and goals are supported by district leadership and community members in addition to program personnel, and there are systems in place to ensure that alignment continues as the program mission or goals evolve.” (p. 24)</p> <p>Howard, E. R., Lindholm-Leary, K. J., Rogers, D., Olague, N., Medina, J., Kennedy, B., Sugarman, J., & Christian, D. (2018). <i>Guiding Principles for Dual Language Education</i> (3rd ed.). Washington, DC: Center For Applied Linguistics.</p>	<p>Create the mission statement for the program</p>	October 1, 2018		
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<p>Planning Committee that includes many diverse stakeholders</p>	<ol style="list-style-type: none"> 1. <u>“Representatives of the district, the site administration, and the community should participate in the planning process. This is the best way to gauge what the constituents will support in the future. Regardless of the level of enthusiasm, all parties should commit to helping the program succeed and to supporting it with similar resources given to other district programs. It is also helpful to hold regular meetings with these constituents to maintain open and honest communication.”</u> (p. 1) <p>Sugarman, J., & Howard, E. (2001). Development and Maintenance of Two-Way Immersion Programs: Advice from Practitioners.</p> <ol style="list-style-type: none"> 2. (Templates for Self-Evaluating Data Collection and Scoring) <u>“To undertake this process you will likely want to convene a group of stakeholders that includes parents, community members, teachers, administrators, support staff and perhaps students from upper grades in order to ensure that you are making an informed assessment for each area.”</u> (p. 132) 	<p style="text-align: center;">Reconvene current committee and modify members to add more stakeholders from different backgrounds to the group</p>	<p>October 1, 2018</p>		
<p>Transportation for Students</p>	<ol style="list-style-type: none"> 1. <u>“The program must include fairly equal numbers of two groups of students: language majority students, who in the United States are native English speakers; and language minority students, who in the United States are native speakers of another language...For this reason we say that two-way immersion education is distinct from other forms of dual language education (such as developmental bilingual education or foreign language immersion), because it is two-way in two ways: Two languages are used for instruction, and two groups of students are involved; including native English speakers and language minority students from a single language background, usually Spanish.”</u> (p. 2) <p>Howard, E. R., & Christian, D. (2002). Two-way immersion 101: Designing and implementing a two-way immersion education program at the elementary level.</p> <ol style="list-style-type: none"> 2. “When a new TWI program is getting started, two important decisions have to be made with respect to program setting. First, the program may be established in a neighborhood school or in a magnet setting. In the neighborhood school configuration, the program would only be allowed to draw from the population of students that lives within the school boundaries. This approach works well if the population within the school boundaries is linguistically diverse and has sizable populations of both native English speakers and language minority students from a single language group (e.g., Spanish). <u>If the population within the school boundaries is either extremely homogeneous, such that all or most students come from a single language background, or extremely heterogeneous,</u> <p><u>where there are several language groups and no clear majority among the language minority students, then it would be necessary to move to a magnet school approach in order to implement a TWI program.</u> In a magnet arrangement, the TWI program is able to pull students from anywhere in the district, and the desired balance of native English speakers and native speakers of the minority language (e.g., Korean) is more likely to be obtained.” (p.10)</p>	<p style="text-align: center;">Revisit the need for transportation as a means to maintain program integrity and fidelity to the program model</p>	<p>August 1, 2019</p>		

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	<p>Howard, E. R., & Christian, D. (2002). Two-way immersion 101: Designing and implementing a two-way immersion education program at the elementary level.</p> <p>3. <u>"If maintaining a balance of language groups is a problem because of neighborhood demographics, consider becoming a magnet program, busing students from other areas, or establishing multi-age classrooms."</u> (p. 2)</p> <p>Sugarman, J., & Howard, E. (2001). Development and Maintenance of Two-Way Immersion Programs: Advice from Practitioners.</p>				
<p>Intervention Supports in Target Language</p>	<p>1. <u>"The curriculum should also be coordinated with support services. Research indicates that English learners who receive instruction through two languages should receive literacy interventions in their first language"</u> (National Academies, 2017). Evidence also demonstrates that the impacts for younger English learners (Grades K-1) were greater when the interventions targeted foundational reading skills and were tailored to student needs (Richards-Tutor, Baker, Gersten, Baker, & Smith, 2016). This research was largely limited to Spanish speakers at the early elementary grades, but nonetheless the results are very instructive and indicate that there needs to be coordination between curriculum and any additional support services that at-risk students may require." (p. 34)</p> <p>Howard, E. R., Lindholm-Leary, K. J., Rogers, D., Olague, N., Medina, J., Kennedy, B., Sugarman, J., & Christian, D. (2018). <i>Guiding Principles for Dual Language Education</i> (3rd ed.). Washington, DC: Center For Applied Linguistics.</p> <p>2. "Given the intrinsic ability children have to acquire multiple languages, learning academic content through a language other than English is very rarely the cause of learning struggles. The issue, rather, is whether or not parents and educators believe that immersion education is appropriate for ALL types of learners.</p> <p>To help address the "struggling learner issue," we talked with <u>Dr. Tara Fortune</u> during her add.a.lingua visit in January. Dr. Fortune, author of <u>Struggling Learners and Language Immersion Education: Research-Based, Practitioner-Informed Responses to Educators' Top Questions</u>, provides three guidelines for immersion stakeholders to consider as they work to support struggling learners:</p> <ol style="list-style-type: none"> 1. evaluate and intervene early 2. <u>keep interventions in the language of instruction (immersion language)</u> 3. don't assume that pulling the child out of the immersion context for support is the best" <p>add.a.lingua. (2016, March 10). Intervention guidelines for struggling learners in immersion contexts. [web log comment] Retrieved from https://addalinguablog.com/2016/03/10/intervention-guidelines-for-struggling-learners-in-immersion-contexts/</p>	<p>Review the current plan for intervention supports and determine need for upcoming year and how to support student needs</p>	<p>January 1, 2019</p>		

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<p>Professional Development</p>	<p>1. <u>“Prior to implementation, intensive staff development that covers the philosophy and theory of TWI education and effective teaching strategies should be provided.</u> Professional development should be ongoing. Every year the program must invest time and funds for staff to learn new teaching methods, review current research, design curricula, and plan for articulation. TWI staff should meet at least once a month to discuss program-specific issues.” (p. 2)</p> <p>Sugarman, J., & Howard, E. (2001). Development and Maintenance of Two-Way Immersion Programs: Advice from Practitioners.</p> <p>2. A. <u>“To effectively administer and teach in a dual language program, administrators and teachers also need professional development related to the definition of the</u></p> <p><u>dual language education model and to the theories and philosophies underlying the model.</u> Teachers must be trained in second language and biliteracy development so they understand and incorporate knowledge of how languages are learned into their teaching. To support the acquisition of language and literacy, teachers need to use content pedagogy methods and choose strategies that fit with the goals and needs of dual language students. Furthermore, dual language teachers need a deep understanding of how to provide authentic primary literacy instruction in the partner language, particularly in the primary grades (preK-2), so that their instruction reflects the specific features of the partner language. Teaching partner language literacy using strategies that are successful in English – for example, a focus on sight words and phoneme-level phonics instruction – may not be appropriate in the partner language.” (p. 93)</p> <p>B. <u>“If teachers are not trained in and do not understand the various philosophies behind dual language education, the program cannot succeed.</u> Thus, if teachers are not aware of the different behaviors and attitudes that reflect equity and social justice in the classroom, the classroom may provide a setting that continues, perhaps inadvertently, to mirror bias that is often perpetuated outside the dual language classroom.” (p. 94)</p> <p>Howard, E. R., Lindholm-Leary, K. J., Rogers, D., Olague, N., Medina, J., Kennedy, B., Sugarman, J., & Christian, D. (2018). <i>Guiding Principles for Dual Language Education</i> (3rd ed.). Washington, DC: Center For Applied Linguistics.</p>	<p style="text-align: center;">Determine 2-3 professional development needs for TWI within the upcoming school year, create plan for meeting PD needs</p>	<p>November 1, 2018</p>		
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	<p>3. <u>"A strong professional development plan should be in place for each grade level and for the whole year.</u> Of course, after classes start that plan can change depending on actual needs of staff. The following is a sample of professional development topics for DL teachers:</p> <ul style="list-style-type: none"> • How language and culture mediate learning • How language proficiency and literacy develop in two languages • Instructional strategies that promote language development • Strategies that promote the learning of subject matter in a second language • How to assess student progress • How to encourage cross-language transfer by bridging the two languages • How to best group/pair students for different kinds of activities • How to support all learners with differentiated language practice" (p. 83) <p>Hamayan, E., Genesee, F., & Cloud, N. (2013). <i>Dual language instruction from a to z</i>, Portsmouth, NH: Heinemann.</p>				
<p>Networking with other TWI Programs</p>	<p>1. <u>"Visits to schools with successful DL programs can be arranged. New program staff can see a program in action, and from established programs can see how others run their program and get new ideas. Make sure that all constituent groups go on these visits, not just teachers.</u></p> <ul style="list-style-type: none"> ○ Before you go: <ul style="list-style-type: none"> • Find out as much as you can about the program. • Clarify the similarities and differences with your program as much as possible. • Determine what you want to see (for new programs this may be difficult) –all aspects of the program will be of interest. • Formulate questions that have come up in your community that might be answered during the visit. ○ During the visit: <ul style="list-style-type: none"> • Have people with the same roles from you school and the school being visited talk to each other –teachers to teachers, parents to parents, and so forth. • Observe students and teachers in different settings, not just the academic content classroom –for example, the lunchroom, the physical education class, the playground. ○ After the visit: <ul style="list-style-type: none"> • Debrief as soon after the visit as possible, reviewing the items that most interest you. • Consider setting up some type of partnership with the school you visited so you can collaborate on projects –students can set up a common blog, teachers can get together to do a book study, for example." (p.54, 55) 	<p style="text-align: center;">Establish dates, times, locations for observation/collaboration with other TWI programs</p>	<p>November 1, 2018</p>		

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	<p>Hamayan, E., Genesee, F., & Cloud, N. (2013). <i>Dual language instruction from a to z</i>, Portsmouth, NH: Heinemann.</p> <p>2. "Many programs stress the importance of taking time to plan before trying to implement two-way immersion education. These programs suggest applying for a planning grant to support the planning process, involving the entire school and community in the planning process, making connections to existing programs, and <u>visiting other schools in order to see first-hand how TWI programs and classrooms operate.</u>" (p. 15)</p> <p>Howard, E. R., & Christian, D. (2002). Two-way immersion 101: Designing and implementing a two-way immersion education program at the elementary level.</p> <p>3. "Other needed supports based on interviews with teachers... Networking with staff from other TWI programs. For new programs, it is possible to set up teacher mentoring programs with experienced teachers at more established programs in the area (or online mentoring with teachers in a school that is farther away). (p. 57)</p> <p>Howard, E., Sugarman, J., Perdomo, M., & Adger, C. T. (2005). <i>The two-way immersion toolkit</i>. Education Alliance, Brown University.</p>				
Leadership	<p>1. A. "While the principal must be the main advocate for the program, providing guidance for an equitable program that is of high quality and has school-wide support, in schools where the dual language program exists alongside other programs, the principal may be too busy with the needs of the whole school to provide the necessary instructional leadership specifically for the dual language program. If the principal cannot fulfill the leadership needs of the program, the responsibility may be passed to a vice principal, program coordinator, resource teacher, or a distributed leadership team composed of teachers and other educators. <u>In fact, it is probably more advantageous to have a team with a designated leader to coordinate the program, rather than rely on a single leader.</u>" (p. 12)</p> <p>B. <u>"At least three major roles are expected of program leaders: program advocate and liaison; supervisor of model development, planning and coordination; and facilitator of staff cohesion, collegiality, and development."</u> (p. 12)</p> <p>C. "To carry out these leadership responsibilities it is important to have extensive knowledge of and a commitment to the dual language model being implemented at the site (Alanís & Rodriguez, 2008). <u>Overseeing a successful dual language program also involves knowledge of second language development, bilingual and immersion education theory and research, instructional methodologies, and effective classroom practices.</u>" (p.13)</p> <p>Howard, E. R., Lindholm-Leary, K. J., Rogers, D., Olague, N., Medina, J., Kennedy, B., Sugarman, J., & Christian, D. (2018). <i>Guiding Principles for Dual Language Education</i> (3rd ed.). Washington, DC: Center For Applied Linguistics.</p>	<p>Determine leadership team to advocate for TWI program, who does team consist of and what are their responsibilities</p>	January 1, 2019		

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	<p>2. “Educational leaders rarely receive guidance, professional development, or mentoring that prepares them specifically for the role of dual language program leader. Nonetheless, <u>program leaders must embrace their role as advocates to ensure that the dual language program is viewed as an integral part of the school rather than as a mere appendage.</u> This is particularly important in schools in which dual language programming is implemented only as a strand rather than school-wide. An inability to take on this role, or a lack of understanding of dual language programming and instructional best practices, will result in ineffective program implementation (Medina, 2015). (p. 6, 7)</p> <p>Kennedy, B., & Medina, J. (2017). Dual language education: Answers to questions from the field. Retrieved from https://www.massmabe.org/resources/Documents/CAL%20Practitioner%20Brief%20Dual%20Language%20Education%20Sept2017.pdf</p>				
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Classroom Teacher Practices					
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<p>Amount of Instruction in Target Language vs. English (Language allocation)</p>	<p>1. A. <u>“Because two languages are used for instruction in TWI programs, the issue of how to distribute instruction across the two languages is another important decision.</u> In 90/10 programs, because most of the instruction is in Spanish in the primary grades, this does not become a major issue until the upper elementary grades. In 50/50 programs, because instruction is provided in equal ratios in both languages at all grade levels, this is a decision that has to be made from the very beginning.” (p.12)</p> <p>B. “There are three ways that language distribution can be accomplished, and most programs use a combination of two or all three methods. First, language of instruction can be distributed by time. Accordingly, some time blocks are allocated for instruction in the minority language, while others are allocated for instruction in English. Common structuring of these time blocks includes the morning vs. afternoon or week-by-week language distributions that were described in the previous section on 50/50 programs. A second way that language distribution can occur is by topic. Using this approach, some content areas are taught in English, while others are taught using the minority language. If this approach is used, language arts should still be taught in both languages, as recommended in the earlier discussion of criteria for success. The third way that language distribution can occur is by person, meaning that two teachers work together, with one providing instruction in English and the other providing instruction in the minority language. This approach is often used in combination with the time approach, as students change teachers according to a set schedule (at mid-day, for example).” (p. 12)</p>	<p style="text-align: center;">Meet in grade-level teams and with instructional coach and principal to determine language allocation for K and 1</p>	<p>September 1, 2018</p>		
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	<p>C. (Initial Literacy Instruction) <u>“Minority language first. This approach is used in a classic 90/10 model. Students are integrated all of the day, and all students, both native English speakers and speakers of the minority language, receive initial literacy instruction in the minority language only.</u> Informal literacy exposure in English occurs through the small percentage of the day where instruction in English takes place, and formal literacy instruction in English is added in when the students reach third grade. This approach is only recommended for use with the 90/10 model (or other minority language dominant models, such as 80/20 or 80/10/10) and would not be appropriate with a 50/50 model; native English speakers in a 50/50 model would not be likely to have enough proficiency in the minority language in the primary grades for initial literacy instruction in that language alone to be meaningful to them.” (p.13)</p> <p>Howard, E. R., & Christian, D. (2002). Two-way immersion 101: Designing and implementing a two-way immersion education program at the elementary level.</p> <p>2. <u>“The language allocation plan that we recommend is using one language to teach the same subject for the entire school year.</u> We also recommend that students have exposure to each language on a daily basis, if possible... If it is not possible to use the same language of instruction for a specific content area for the whole year, then the language can be switched after a semester, quarter, or marking period –all of these are natural breaks in a school’s schedule and will not disrupt instruction. The shortest period of time that we recommend for switching the language of instruction would be at the end of a unit. If you choose this option, one unit can be taught in English, followed by another unit in the non-English language.” (p. 71)</p> <p>Hamayan, E., Genesee, F., & Cloud, N. (2013). <i>Dual language instruction from a to z</i>, Portsmouth, NH: Heinemann.</p>				
<p>Implementation of Immersion Classroom/Program Evaluation Measures</p> <p>(i.e. “Immersion Teaching Strategies Observation Checklist”, “Guiding Principles for Dual Language Education Template for Self-Evaluation”)</p>	<p>1. “Any high quality educational program recognizes that ongoing reflection and self-evaluation are essential elements. <u>It is important for TWI programs to systematically collect data about student performance, meet regularly to look at and reflect upon those data, and make informed changes to their instructional programs based on those reflections.</u> The time and resources required to enable such reflection are important ingredients in the success of TWI.”</p> <p>Howard, E. R., & Christian, D. (2002). Two-way immersion 101: Designing and implementing a two-way immersion education program at the elementary level.</p> <p>2. Guiding Principles for Dual Language Education – Strand 1: Program Structure – “Principle 4: An effective process is in place for continual program planning, implementation, and evaluation.; Key Point A: <u>The program is adaptable and engages in ongoing self-reflection and evaluation to promote continual improvement.;</u> <u>Exemplary practice:</u> The program engages in regular self-evaluation and internal review every 1 to 3 years and has defined processes for soliciting input from stakeholders about changes that may be needed. The program also seeks out and engages in external review at regular intervals and uses the results to guide program change. The program addresses needed changes through a data cycle process that includes the identification of</p>	<p>Determine which tools we will use for program evaluation and classroom/teacher evaluation, who will do the observations and what will the process look like</p>	<p>December 1, 2018</p>		

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	<p>issues, the implementation of potential solutions and evaluation of the effectiveness of those solutions. Program evaluation processes and ensuing program changes are fully supported at the district level.” (p. 29)</p> <p>Howard, E. R., Lindholm-Leary, K. J., Rogers, D., Olague, N., Medina, J., Kennedy, B., Sugarman, J., & Christian, D. (2018). <i>Guiding Principles for Dual Language Education</i> (3rd ed.). Washington, DC: Center For Applied Linguistics.</p> <p>3. “Furthermore, successful programs incorporate ongoing follow-up and flexibility to improve and refine the original plan. Therefore, <u>mechanisms are needed to evaluate the outcomes of planning decisions, so all stakeholders (teachers, administrators, parents) agree on the procedures to follow if part of the program does not work as planned.</u>” (p.1)</p> <p>Sugarman, J., & Howard, E. (2001). <i>Development and Maintenance of Two-Way Immersion Programs: Advice from Practitioners.</i></p>				
<p>Cultural Components</p>	<p>1. A. “Another important issue that should impact dual language curricula is the ‘third goal’ –that is, the goal of sociocultural competence (e.g., Feinauer & Howard, 2014). The research in this area is consistent with the body of child development research, which demonstrates that programs that promote socio-emotional learning have a significant impact on student success at all grade levels (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). This includes students’ behavioral, attitudinal, and academic development. Thus, <u>curricula need to include multiple opportunities for students to develop positive attitudes about themselves and others, and to develop cultural knowledge and a sense of their and other’ identities –ethnic, linguistic, and cultural – in a non-stereo-typed fashion.</u>” (p.34)</p> <p>B. “Furthermore, since the vision and goals of dual language education also include sociocultural competence and equity, <u>the curriculum needs to reflect and value students’ languages and cultures</u> (Sleeter, 2016). Thus, books of many genres, including culturally authentic literature, and a variety of other materials (e.g. visual, audiovisual, art) <i>in both languages</i> are required to meet the goals of bilingualism, biliteracy, and multiculturalism.” (p. 34)</p> <p>C. “<u>Having curriculum and materials in both languages is an absolute necessity so that students have the opportunity to develop a full range of proficiency, both linguistic and cultural, in both languages.</u> In addition, such materials provide an opportunity for enhanced sociocultural development. That is, students have the chance to see themselves in literary characters and are afforded an opportunity and space to do the necessary exploration of self (Phinney, 1993) in relation to the other, which supports the development of socioculturally and interculturally flexible identities. This area of sociocultural development is as critical as language development in dual language programs.” (p. 34)</p>	<p style="text-align: center;">Decide how and when to incorporate cultural components and highlight them in grade level pacing guide alongside the other curricula</p>	<p>October 1, 2018</p>		

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	<p>2. A. “Teachers can promote positive cross-cultural attitudes by making sure that students have positive experiences with one another and interact successfully, especially in the partner language. When teachers explore student understandings of events and experiences, they ensure that learners are accurately interpreting what is going on around them. Over time, they help deepen students’ appreciation of the other culture and its speakers, and expand their understanding. <u>Teachers should concentrate as much, if not more, on values, norms, and perspectives of the partner language culture (as well as those of other cultures, particularly if they are represented in the classroom) as they do on visible cultural practices, such as holidays, foods, music, and dance.</u>” (p. 35)</p> <p>B. “Teachers can also inform second language learners of the expected behaviors and norms to follow in given environments so that they behave in culturally expected ways and receive positive feedback during those experiences. Becoming bicultural is as important as becoming bilingual, and it has to be actively fostered; it doesn’t happen on its own. <u>By having cross-cultural objectives in each lesson and unit, teachers ensure that they are paying adequate attention to this important goal of the program.</u>” (p. 35)</p> <p>Howard, E., Sugarman, J., Perdomo, M., & Adger, C. T. (2005). <i>The two-way immersion toolkit</i>. Education Alliance, Brown University.</p>				
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All-Staff Practices					
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<p>Program inclusion within larger school community</p>	<p>1. “If the program is a strand within a school, there are additional considerations. Maintaining staff cohesion across the TWI program and other school programs is critical. <u>Providing all staff with frequent updates on the TWI program and helping TWI teachers integrate with the school community are ways to promote staff unity.</u>” (p. 2)</p> <p>Sugarman, J., & Howard, E. (2001). Development and Maintenance of Two-Way Immersion Programs: Advice from Practitioners.</p> <p>2. A. “Promoting cohesion between the TWI program and the general education strand within the school is a key priority for programs that operate as strands... Once implementation is underway, there are several methods of continuing to foster cohesion across programs within the school. One key factor is to ensure that there are <u>overarching academic goals, behavioral standards, and other cohesion-building elements</u> such as a school mascot, slogan, or song that apply to all students, staff, and parents in the school regardless of program affiliation. The idea is to build a philosophy that unites students in the general education program and those in the TWI program.” (p. 10)</p>	<p style="text-align: center;">Decide what actions need to take place in order to promote cohesiveness between the program and the larger school community</p>	<p>January 1, 2019</p>		
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	<p>B. "Another method for promoting cohesion across programs is to <u>establish buddy classrooms</u> by partnering each TWI classroom with a general education classroom and having the two classrooms work jointly on projects throughout the year." (p. 10)</p> <p>C. "Likewise, scheduling <u>joint planning time for TWI and general education teachers</u> at each grade level will ensure that academic content instruction is comparable across programs." (p. 11)</p> <p>D. "Finally, making sure that all <u>school committees have representatives from both the TWI program and the general education program</u> will allow the varying perspectives and concerns of the two groups to be voiced and discussed in an ongoing way, and will minimize the level of misunderstanding that could develop otherwise." (p. 11)</p> <p>Howard, E. R., & Christian, D. (2002). Two-way immersion 101: Designing and implementing a two-way immersion education program at the elementary level.</p> <p>3. A. "<u>It is important for school staff to be involved in preparing the groundwork, and to do this they must have information readily accessible to them so that they clearly understand the rationale and elements of the program.</u>" (p. 51)</p> <p>B. "<u>It is essential to involve all staff in the school where the DL program is housed in the general decision-making process.</u> Staff should be able to at least make their opinions and preferences known on issues such as whether to make the whole school a DL program or a strand within the school." (p. 52)</p> <p>Hamayan, E., Genesee, F., & Cloud, N. (2013). <i>Dual language instruction from a to z</i>, Portsmouth, NH: Heinemann.</p>				
Parent Information/Resources					
Resource List for parents	<p>See "Parents' Questions about Two-Way Immersion (TWI)" (p. 175-214)</p> <p>Howard, E., Sugarman, J., Perdomo, M., & Adger, C. T. (2005). <i>The two-way immersion toolkit</i>. Education Alliance, Brown University.</p>	Find or create a resource list for parent to use to support their students in immersion	October 1, 2018		
Information for Parents regarding Two-Way Immersion as it relates to students' language acquisition	<p>See "Parents' Questions about Two-Way Immersion (TWI)" (p. 175-214)</p> <p>Howard, E., Sugarman, J., Perdomo, M., & Adger, C. T. (2005). <i>The two-way immersion toolkit</i>. Education Alliance, Brown University.</p>	Find or compile information to provide to parents regarding language acquisition within immersion	September 1, 2018		

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<p>Parent involvement</p>	<p>1. <u>“Successful dual language program implementation must include a responsive infrastructure that encourages families and the community to be actively engaged in school processes and that strengthens the school–family relationship”</u> (Howard et al., in press). Parents, including those whose children are English learners, must feel comfortable in the school setting and be willing to participate in every aspect of the dual language program. Effective leaders make parent education a priority and systematically plan and implement activities that promote family and community engagement. Guerrero (2015), specifically addressing the need for Latino parents to be given an opportunity to fully participate in the dual language education of their children, suggests that program leaders do the following:</p> <ul style="list-style-type: none"> • Recognize that families from different cultural backgrounds have varied perceptions of what school involvement entails • Focus on creating a non-threatening and non-judgmental environment so that parents participate more comfortably in the educational process • Host events such as family learning workshops that focus on dual language activities modeled and explored in both program languages, and multicultural events that serve to increase inclusivity and cross-cultural competence for all stakeholders • <u>Disseminate information in both program languages through facilitation of meetings, flyers sent home, family learning workshops, and grade reporting to ensure that all parents are able to fully understand school expectations and norms”</u> (p. 6) <p>Kennedy, B., & Medina, J. (2017). Dual language education: Answers to questions from the field. Retrieved from https://www.massmabe.org/resources/Documents/CAL%20Practitioner%20Brief%20Dual%20Language%20Education%20Sept2017.pdf</p> <p>2. <u>“First of all, programs can promote positive home-school connections by ensuring that all communications with parents, oral and in writing, are in both languages of instruction. This accomplishes the dual goals of ensuring clear communications with parents and promoting the goals of the program.</u></p> <p><u>Programs can also sponsor periodic meetings to educate parents on TWI related topics such as program design, language acquisition, helping with homework, biliteracy development, and assessment practices.</u> In addition, programs may offer ESL classes for parents of English language learners and classes in the partner language (e.g., Spanish) for parents of native English speakers. Ideally, these language classes should be structured to bring the two groups together on a regular basis in order to allow parents to practice the second language with native speakers.</p>	<p style="text-align: center;">Come up with a plan to increase parent involvement</p>	<p>December 1, 2018</p>		
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	<p><u>Finally, programs can foster good home-school connections by recognizing the skills and strengths that families bring to the school and by seeing them as valuable resources that provide critical information about their children. TWI teachers and administrators can visit students' homes and communities, in order to develop firsthand knowledge of students' funds of knowledge</u> (Moll, 1992a, 1992b)." (p. 180)</p> <p>Howard, E., Sugarman, J., Perdomo, M., & Adger, C. T. (2005). <i>The two-way immersion toolkit</i>. Education Alliance, Brown University.</p>				
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District-Level Communication

Family Communications	<p>1. "Successful dual language program implementation must include a responsive infrastructure that encourages families and the community to be actively engaged in school processes and that strengthens the school-family relationship (Howard et al., in press). Parents, including those whose children are English learners, must feel comfortable in the school setting and be willing to participate in every aspect of the dual language program. Effective leaders make parent education a priority and systematically plan and implement activities that promote family and community engagement. Guerrero (2015), specifically addressing the need for Latino parents to be given an opportunity to fully participate in the dual language education of their children, suggests that program leaders do the following:</p> <ul style="list-style-type: none"> • Recognize that families from different cultural backgrounds have varied perceptions of what school involvement entails • Focus on creating a non-threatening and non-judgmental environment so that parents participate more comfortably in the educational process • Host events such as family learning workshops that focus on dual language activities modeled and explored in both program languages, and multicultural events that serve to increase inclusivity and cross-cultural competence for all stakeholders • <u>Disseminate information in both program languages through facilitation of meetings, flyers sent home, family learning workshops, and grade reporting to ensure that all parents are able to fully understand school expectations and norms"</u> (p. 6) <p>Kennedy, B., & Medina, J. (2017). Dual language education: Answers to questions from the field. Retrieved from https://www.massmabe.org/resources/Documents/CAL%20Practitioner%20Brief%20Dual%20Language%20Education%20Sept2017.pdf</p> <p>2. " <u>Finally, planning in effective schools includes a district-wide plan that provides a clear description of the dual language program model and components, at least for K-6 planning and ideally including a preK-12 pathway. This pathway should be developed prior to implementation.</u>" (p. 13)</p>	<p>Begin larger conversation with regard to district communications provided in home language of student populations</p>			
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	Howard, E. R., Lindholm-Leary, K. J., Rogers, D., Olague, N., Medina, J., Kennedy, B., Sugarman, J., & Christian, D. (2018). <i>Guiding Principles for Dual Language Education</i> (3rd ed.). Washington, DC: Center For Applied Linguistics.				
Curriculum/Assessment Materials					
Choosing Curriculum	<p>1. Guiding Principles for Dual Language Education – Strand 2: Curriculum – “Principle 1: The program has a process for developing and revising a high-quality curriculum.; Key Point A: <u>There is a curriculum development and implementation plan.</u>; Exemplary practice: There is a plan for curriculum development that was developed with buy-in from all stakeholders, is followed in all classrooms, and is aligned with district guidance as appropriate for dual language programs. There is a systemic process to continually develop and improve the curriculum and its implementation.” (p.38)</p> <p>Howard, E. R., Lindholm-Leary, K. J., Rogers, D., Olague, N., Medina, J., Kennedy, B., Sugarman, J., & Christian, D. (2018). <i>Guiding Principles for Dual Language Education</i> (3rd ed.). Washington, DC: Center For Applied Linguistics.</p> <p>2. The broad grade-level curricular frameworks that are used in the district can apply to the DL program so that the general aims and core grade-level expectations are the same. However, DL programs need flexibility in the curriculum, and the order in which it is taught, so that the content and the way it is taught are well adapted to the DL setting.” (p. 79)</p> <p>Hamayan, E., Genesee, F., & Cloud, N. (2013). <i>Dual language instruction from a to z</i>, Portsmouth, NH: Heinemann.</p>	<p>Review curricula choices and determine what should be added/changed to maintain alignment with TWI goals</p>	<p>February 1, 2019</p>		
Target Language Assessment	<p>1. “Dual language programs require the use of multiple measures in both languages to assess students’ progress toward meeting bilingualism and biliteracy goals as well as curricular and content-related goals. This is particularly true for oral language proficiency and literacy skills in the partner language, since these areas may slip under the radar if a plan to assess these skills is not fully developed and implemented. Furthermore, this assessment should be aligned with the goals and expectations of the program; that is, it should text content and literacy in the partner language rather than testing world language curriculum objectives. It is also important to ensure that assessments in the partner language are not simply translations of assessments in English.” (p. 74)</p> <p>Howard, E. R., Lindholm-Leary, K. J., Rogers, D., Olague, N., Medina, J., Kennedy, B., Sugarman, J., & Christian, D. (2018). <i>Guiding Principles for Dual Language Education</i> (3rd ed.). Washington, DC: Center For Applied Linguistics.</p>	<p>Review assessment choices and determine what should be added/changed to maintain alignment with TWI goals</p>	<p>February 1, 2019</p>		

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	<p>2. "In TWI classrooms, as in all second language learning environments, it is very hard to distinguish between proficiency and content knowledge, as language is always involved in conveying information. However, using the recommended practice of developing both content and language objectives for each lesson or unit can help tease apart these two issues. Once these objectives have been developed, teachers can generate descriptors for differing levels of attainment (e.g. through the development of a rubric) in order to keep track of the level at which students are performing in language and in content. This will help to illuminate the extent to which students know the language of the content area and the extent to which they have understood the concepts presented in that content area." (p. 39)</p> <p>Howard, E., Sugarman, J., Perdomo, M., & Adger, C. T. (2005). <i>The two-way immersion toolkit</i>. Education Alliance, Brown University.</p>				
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