

Road to Teaching Conference 2017



DUAL IMMERSION 101

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OUTCOMES

- **Basics of Dual Immersion**
- **History of Dual Immersion**
- **Dual Immersion in OC Districts**
- **Dual Immersion Program Models**
- **Goals of Dual Immersion Education**
- **Job Market and Beyond**
- **Resources**

THE BASICS OF DUAL IMMERSION (DI)



✧ Dual Language Education

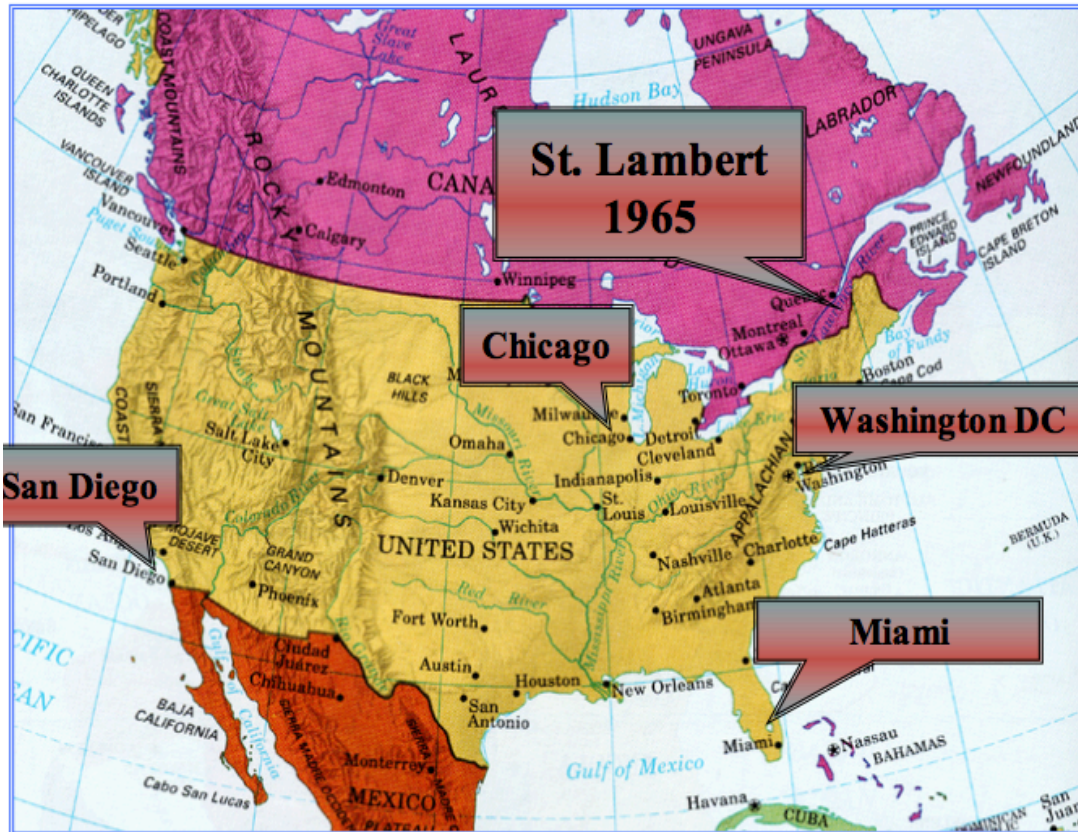
- Instruction delivered in English and partner language
 - Focus on developing biliteracy and bilingualism
 - Strong content and literacy connection
 - Cross cultural competencies

✧ Two Way Immersion (TWI)

- Characterized by a balance of native English and native partner language speakers
 - Encourages language learning and language modeling
 - Climate of positive cross cultural attitudes and behaviors

A BRIEF HISTORY

Began in Canada in the early 1960s...



Nation

Mid - 1960s

- ❖ Dade County, Miami

1970s

- ❖ Washington D.C. 50/50
- ❖ Chicago 50/50
- ❖ San Diego 90/10

In July 2011:

- ❖ 396 programs in 30 states and Washington D.C

As of July, 2015:

- ❖ 458 records
- ❖ 201 in California

The first Dual Language programs were modeled after the Canadian French/English models

DUAL IMMERSION IN OC DISTRICTS

❖ Public Schools

- Saddleback Valley Unified School District
- Capistrano Unified School District
(Spanish & Mandarin)
- Santa Ana Unified School District
- Anaheim City School District
- Magnolia School District
- Orange Unified School District
- Tustin Unified School District
- Garden Grove Unified School District
- Westminster School District
(Vietnamese)
- Newport Mesa Unified
(Spanish & Mandarin)

❖ Charter and Private

- El Sol Academy
- OCEAA
- Renascence Private School



TWI PROGRAM MODELS

90/10 Model

Target Language: English

4th – 8th 50:50

3rd – 60:40

2nd – 70:30

1st – 80:20

K – 90:10

Pre K/TK 90:10

50/50 Model

Target Language: English

K – 8th Grade

50:50 Language Ratio



DI PROGRAM GOALS



- ❖ **Dual language programs vary in structure and implementation but share three common goals for students:**
 - ❖ to develop **bilingualism and biliteracy**, based on high levels of proficiency in two languages (English and a partner language)
 - ❖ to **achieve academically at grade level** or better in both languages
 - ❖ to develop an **understanding and appreciation of multiple cultures**, with positive cross-cultural attitudes toward fellow students, their families, and the community.

BILINGUALISM * BILITERACY *** MULTICULRUAL COMPETENCY**



HISTORY

El Sol opens its doors to 110 students in Kinder and 1st grade.



2006

El Sol Wellness Center opens to 100 families



El Sol receives the 2014 Hart Vision Award for Charter School of the Year



2014

SOS Wellness Clinic Opens



2016

Fall 2001



1st Pre-K class opens

2009

2011

API score increases from 559 in to 880 (57% increase)



2015

Enrollment reaches 950+ and over 900 families are waitlisted

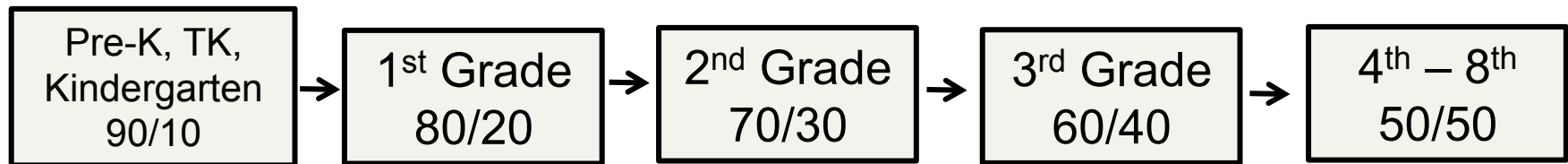
Phase 1 of expansion complete





90:10 PROGRAM MODEL

ENROLLMENT: 950+



Team Teaching and Content Area Specialization

- Develops **content area expertise**
- Promotes a **system of collaboration** within and across grade levels
- Deepens content knowledge, curriculum development (**unit design**) and implementation



PROGRAM GOALS AND GUIDING PRINCIPLES

1. Strong vision for biliteracy and multiculturalism
2. Integrating core subject matter through music and the arts by enriching, not remediating, instruction
3. **Prioritize the overall socio-emotional well being of the students and their families**



IMMERSION CLASSROOM EXPERIENCE

Challenges

- ◆ Teaching and learning in **two** languages
 - transfer of knowledge
 - cognitively demanding
- ◆ Teaching beyond the content
 - invaluable ability of biliteracy
- ◆ Depth of personal biliteracy
 - increased sense of self-efficacy
- ◆ Increased cultural awareness
 - connecting students and families
- ◆ Longevity of immersion
 - depth of skill and ability
- ◆ Dual Pedagogy
 - teaching in English and partner language
 - scarcity of resources and materials
- ◆ High levels of academic language proficiency
- ◆ Parental involvement and support
 - shifts across grade levels
- ◆ Commitment to program
 - Requires long-term commitment

IMPLICATIONS OF CA PROP. 58

❖ What does that mean?

➤ *Repealed the English “ONLY” provisions of Prop. 227 from 1998*

- Opportunities for implementing multilingual/biliteracy programs
- All learners benefit!
 - ELs can learn in native language
 - English only students can learn a foreign language

JOB MARKET

❖ Education/Certification

- Bachelor's Degree
 - accredited 4-year university
- Multiple Subject Credential
 - accredited credential program
- Bilingual Authorization (BCLAD)
 - credential program
 - CSET exams

❖ Benefits

- More marketable
 - multiple positions
- Job “Security”
 - specialized position
- Flexibility
 - ability to switch between programs
- Demand
 - more districts and states are adding dual immersion programs

RESOURCES

- ❖ **California Department of Education**
 - [Two-Way Language Immersion Program Resources](#)
 - <https://www.cde.ca.gov/sp/el/ip/>
- ❖ **California Association for Bilingual Education**
 - [CABE](#)
- ❖ **National Association for Bilingual Education**
 - [NABE](#)
- ❖ **Bilingual Teacher**
 - [UCI Site](#)
- ❖ **Orange County Department of Education**
 - <http://www.ocde.us/SSI/Pages/Resources---Networks.aspx>

ARTICLES ON DUAL IMMERSION

- ❖ **The New York Times Sunday Review**
 - [Benefits of Bilingualism](#)
- ❖ **Time Magazine**
 - [Speaking More Than One Language...](#)
- ❖ **Education Week**
 - [Building ELLs' Literacy Early is Crucial](#)
- ❖ **The Atlantic**
 - [The Benefits of Teaching in Two Languages](#)
- ❖ **The Wall Street Journal**
 - [Dual-Language Classes for Kids Grow in Popularity](#)



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