



Linden Hill Immersion Stakeholder Team

April 19, 2021

Meeting Agenda:



- The Way We Will Operate
- Review Our Overall Goals
- Revisit Our Interests
- Survey Status
- Program Assurances
- Generate Options: Showcase Possible Models
- Q and A
- Next Meeting

The Way We Will Operate

The Way We Will Operate:



Begin and end on time

Engage in respectful, honest discussions

Listen to understand

Focus on interests not positions

Seek options and solutions

Discussion: How we address each other

Zoom Engagement:

Attendees will have their mics muted to keep background noise to a minimum.

First and last name should be your screen.

When there is a question, simply type the word **QUESTION** in the chat box. Once called on, unmute your mic so that you can ask your question.

When we open up for comments during the meeting, simply type the word **Comment** in the chat box. Once called on, unmute your mic so that you can make your comment.

Communication Strategy



- To ensure consistent, timely & regular updates to LHE stakeholders, we will:
 - Assign a notetaker for each meeting. (Beth Jefferson)
 - Maintain minutes for each meeting.
 - Minutes will be reviewed by the steering committee prior to being published. Feedback to be e-mailed to notetaker (amy.jefferson@redclay.k12.de.us)
 - Post minutes weekly on the LHE Immersion web-page on the Wednesday after the meeting

Our Overall Goals

Our Overall Goals:



Engage the stakeholder team to:

- Review and discuss sustainability challenges
- Understand the strengths and challenges of the program from the perspective of LHE stakeholders.
- Review potential delivery models for immersion at LHE.
- Create consensus around a sustainable path forward for immersion at LHE

Interests Revisited

Survey Status



Summary of Data thus Far

- Exit Survey Response Data
 - 13 Responses (Updated 4/19 at 2:30 pm)
- Current Immersion Survey Response Data
 - 91 Responses (Updated 4/19 at 2:30 pm)

We will provide a summary of findings at the April 26th Meeting

Generate Options: Showcase Possible Models

State Immersion Model (Grades K-5):

- Dual Language Immersion
 - 50% of instruction in each of two languages (Mandarin Chinese or Spanish and English)
- Two-Teacher Model
 - Different teacher for each language
- Strand within School
 - Coexists with traditional instruction, usually the immersion cohort is 50 students per grade (two classes)

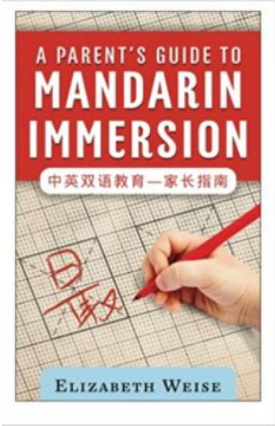
DLI Program Assurances:

Assurance	Indicator(s) of Fidelity
1. Instructional model for both English and the target language is implemented with fidelity.	<ul style="list-style-type: none"> Subjects taught according to grade-level content area split. Use of state-provided target language literacy materials. Minutes of instruction in the target language in math, science, and target language arts meet the state recommended minimums from the content area split documents.
2. Program is started in kindergarten with a two-teacher model and sustained in future grades as such unless decline in enrollment necessitates other alternatives.	<ul style="list-style-type: none"> Immersion language teachers are "highly qualified" and hold both an Elementary Certificate and either a K-12 World Language Certificate or a K-12 Bilingual Certificate.
3. Target language teachers communicate in the target language in the classroom at all times and in front of his/her students in all school environments.	<ul style="list-style-type: none"> Teachers deliver instruction in the target language 100% of the time.
4. Target language teachers provide clear, enforced, and reinforced expectations that students communicate in the target language in the classroom.	<ul style="list-style-type: none"> By January 15th of kindergarten, all students use the target language to communicate with the immersion teacher. By January 15th of 1st grade, all students use the target language to communicate with the immersion teacher and other students in the immersion classroom.

5. Schools and districts monitor student language development.	<ul style="list-style-type: none"> The Student Proficiency Report (SPR) is completed for all students each year in grades K-5. External student proficiency assessment is administered in grades 3-5 according to state guidelines.
6. Schools and districts monitor student academic progress in math and ELA.	<ul style="list-style-type: none"> LEA collects comparative data between immersion and non-immersion students within the same school at least twice per year.
7. English and target language partner teachers collaborate as an immersion team on a weekly basis.	<ul style="list-style-type: none"> Immersion teams dedicate at minimum 30 minutes per week to collaborative planning and use a collaboration template to ensure high-quality content instruction in both languages.
8. Immersion teachers (both English and target language) participate in ongoing immersion-specific professional learning.	<ul style="list-style-type: none"> 100% full-day attendance by all teachers at state-sponsored professional learning sessions* 100% full day attendance at ADII for first and second year teachers*
9. School principals and district immersion administrators engage in professional learning around immersion that increases their capacity to scale and support immersion programming.	<ul style="list-style-type: none"> 100% attendance by LEA immersion administrators in ADII district teaming day* 100% attendance by principal and/or designated school-level representative in quarterly Immersion Principal and Administrator Council (IPAC) meetings* Provide evidence of adherence to Immersion Fidelity Assurances.

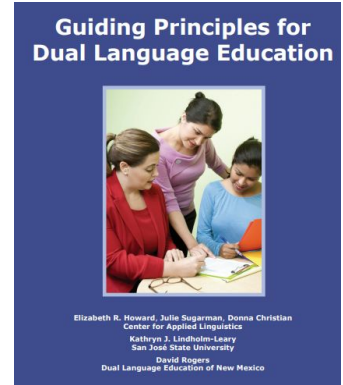
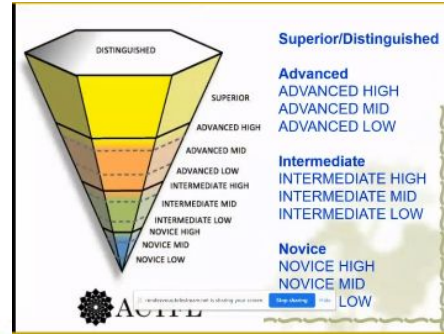
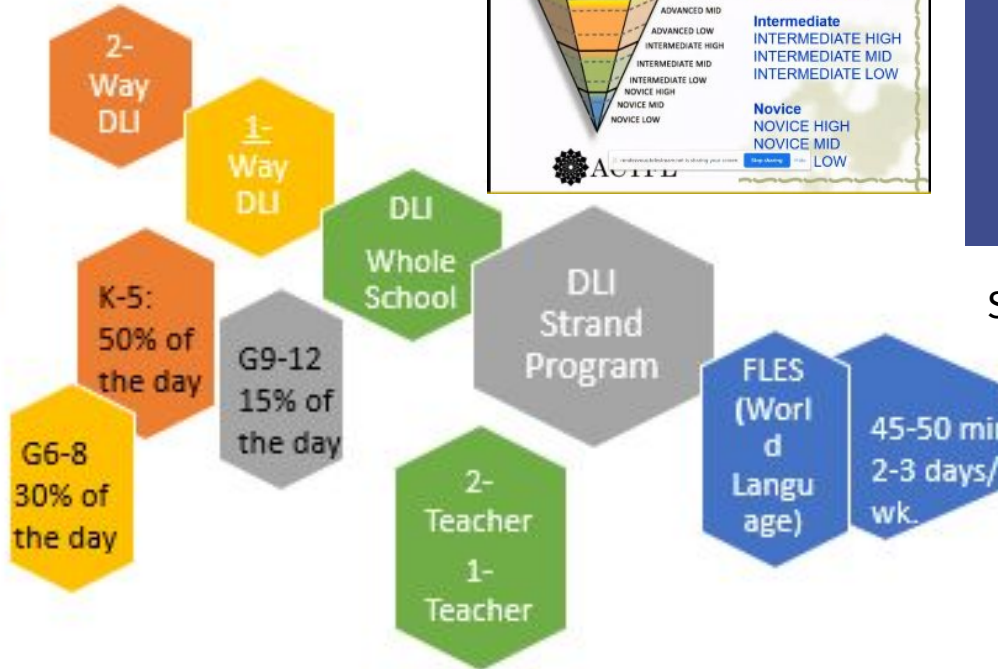
* Unless absence is pre-approved by state and district personnel

Current DLI and World language models in the US



See [Elizabeth Weiss](#) for more info.

DLI
100% or 90% of the day in K, drop to 70/30 in G2, 50/50 in 3rd-5th



See [CAL](#) for more.

Delaware DOE K-5 Dual Language Model

Delaware Immersion Model



Instructional Split: Grades K-3

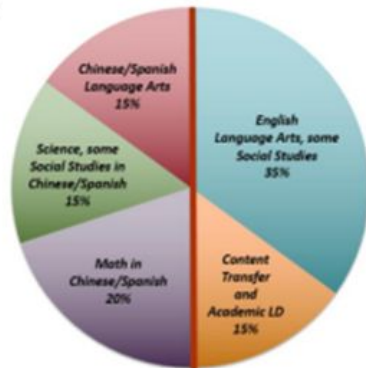
Chinese/Spanish Language Arts
(50 minutes)

Science, some Social Studies
in Chinese/Spanish (40 minutes)

Math in Chinese/Spanish
(60 minutes)

English Language Arts and
some Social Studies
(120 minutes)

Content Transfer and Academic
Language Development (LD)
(30 minutes)



Instructional Split: Grades 4-5

Chinese/Spanish Language Arts
(60 minutes)

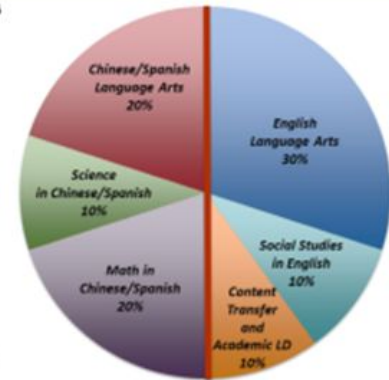
Science in Chinese/Spanish
(30 minutes)

Math in Chinese/Spanish
(60 minutes)

English Language Arts
(100 minutes)

Social Studies in English
(30 minutes)

Content Transfer and Academic
Language Development (LD)
(20 minutes)



DDOE DLI Model-2
Teachers, 2 languages

One-Way DLI Strand Program (DDOE Recommended Model)

- **Two-Teacher Model:** K-5 50-50 Program: Chinese-time teacher teaches math, science, and CLA, English partner teacher teaches ELA, social studies, and some reinforcement of math and language arts.
- 150 minutes of CLA/Content-based language instruction per day
- **Pros:** Teaching of academic language and builds greater language proficiency throughout the day, Separation of language, fidelity to one teacher one language model, Prep time is necessary to plan with partner teachers, Elimination of confusion for students and promotes staying in language.
- **Cons:** More FTE, More classrooms or shared classrooms are needed for 2-teacher models.

1 Teacher, multi grades,
2 languages

(Still a 2-Teacher Model)

One-Way DLI Strand Program

- Not recommended unless due to lower enrollment, etc.
One teacher teaches multiple grade levels—50-50 Program, Chinese DLI teacher still teaches all content areas, but teaches two grade levels, i.e. K-1, 2-3, 4-5, English partner teacher also commits to same grade levels.
150 minutes of CLA/content-based language instruction per day
Pros: When enrollment is lower, sometimes programs can not sustain a DLI teacher in each grade level. This still allows for a 2-Teacher Model to be sustained, while providing time to build program and drive enrollment.
Con: More FTE, more preps for teachers but provides fidelity to the Chinese partner language.

1 Teacher model, 2 languages

One-Way DLI Strand Program

- Not recommended unless due to lower enrollment, etc.
- **One teacher teaches one grade level, 2 languages**—50-50 Program, Chinese DLI teacher teaches all content areas (CLA and ELA)
- 150 minutes of CLA/content-based language instruction per day
- **Pros:** When enrollment is lower, sometimes programs can not sustain a 2-teacher model. This still allows program to be sustained, while providing time to build program and drive enrollment. Less FTE. No need for partner prep work. While less class space is needed, fidelity needed to separate language (scarf, bell, color ink.)
- **Con:** More preps for teachers and could cause confusion for students, with less fidelity to stay in language.

Other DLI Models

One-Way DLI Strand Program

- Not recommended unless due to lower enrollment, etc.
- **Two-Teacher Model, no K:** 50-50 Program: Chinese-time teacher teaches math, science, and CLA for Grade 1 and teaches exposure language to K students part of the day. K students not participating in DLI programming until Grade 1. 50-50 program for students after G1-G5. G1 teacher also teaches K FLES. G1 English partner teacher teaches 2 sections of G1 classes.
- **K-start with Intro to Chinese (FLES—45 minutes 3 days/week), start G1 with 50-50 Program.** (See above)
- **Pros:** Provides more time to build interest in Chinese for K feeder students and choice in Grade 1. Students are still acquiring academic language in the Chinese partner language starting in G1.
- **Cons: Proficiency for the K cohort will not reach DDOE proficiency targets,** with no academic language in K.

FLES (world language)

World language program K-5

- Not a DDOE DLI Program Model
- **One teacher teaches** all grade levels one day per week or 1 teacher can teach grades K-2, another teacher instructs G3-5, 2-3 times per week. (Could be provided in addition to the DLI program, drum up interest in DLI in building.)
- 90 minutes exposure to the Chinese language and culture, can be combined with music or PE/movement class.
- None to little academic language in FLES (Foreign Language in the Elementary Schools) program.
- **Pros:** When enrollment is lower, this could be a program to increase an interest in the Chinese language and culture. Exposure to Chinese can be maintained in the building.
- **Con:** Students' overall language proficiency will not lead to AP readiness in middle school and will not achieve DDOE language proficiency targets of becoming bilingual or biliterate in the Chinese partner language. Pathway in MS/HS?

STEAM/FLES

World language program K-5

- Not a DDOE DLI Program Model
- **One teacher teaches** all grade levels one day per week or 1 teacher can teach grades K-2, another teacher instructs G3-5, 2-3 times per week.
- 90 minutes exposure to the Chinese language and culture, can be combined with music or PE/movement class.
- FLES (Foreign Language in the Elementary Schools) program combined with STEAM (Science, Tech, Engineering, Arts, Math) topics.
- **Pros:** When enrollment is lower, this could be a program to increase an interest in the Chinese language and culture. Exposure to Chinese can be maintained in the building. This teacher could drive up interest in the Chinese language through hands-on learning.
- **Con:** Students' overall language proficiency will not lead to AP readiness in middle school and will not achieve DDOE language proficiency targets of becoming bilingual or biliterate in the Chinese partner language. Will require a STEM/STEAM trained instructor.

Q and A

Next Meeting:

Review/Reflect on Survey Data

Evaluate Options

Thank You

Minutes will be shared & approved by this committee prior to publishing on the Immersion webpage. Click for easy access: <https://de01903704.schoolwires.net/Page/3452>