

Dual Immersion Summit

October 11, 2012 9:00 a.m. – 4:00 p.m.

Location: Hilton Hotel & Convention Center, 301 W. 6th Street, Vancouver, WA 98660

Cosponsors: Washington Association for Language Teaching (WAFLT), Washington Association for Bilingual Education (WABE), OSPI Migrant/Bilingual Program, OSPI World Languages and International Education Programs, The Spanish Center, Confucius Institute of the State of Washington, UW Mapping & Enhancing Language Learning (MELL) project.

Agenda

8:00 Doors open, registration

9:00 - 11:00 – 2 options:

1. **9:00 - 10:00 Site Visits** – Spanish or Chinese Immersion Programs
2. **9:00 - 10:15 WABE SIG Roundtable** – At the hotel, the newly formed Washington Association for Bilingual Education Special Interest Group will host a roundtable conversation to further explore the idea of creating a state consortium to support, expand, and further develop dual language and immersion programs in the state. Non-WABE members are also welcome to attend.

10:30 - 11:30 Presentation/Panel on Dual Immersion Survey Results

Marta Mikkelsen from the University of Washington will report on the results from the Dual Immersion Survey that UW/OSPI did this spring.

12:00 - 1:00 Catered Lunch

1:15 - 2:15 Table Topics – Planned in Advance and Open Space

Different topics at different tables according to need and interest.

2:30 - 3:30 The Challenges and Possibilities of Secondary Level Immersion Programs

Presentation by David Kojo Hakam, Curriculum Specialist for Portland Public Schools Mandarin Immersion Programs.

3:30 - 3:50 Overcoming Barriers, Making Connections

What are the next steps for the Dual Immersion Consortium and our respective organizations (WABE, WAFLT, OSPI, Confucius Institute, The Spanish Center, and other partners), as well as interested and committed districts and schools?

3:50 - 4:00 Evaluations and Clock Hours

<http://www.cal.org/twi/glossary.htm> (accessed 10/7/2012)

Glossary of Terms Related to Dual Language/TWI in the United States

50/50: An immersion program model in which English and the partner language are each used for 50% of instruction at all grade levels.

90/10: An immersion program model in which students are instructed 90% of the time in the partner language and 10% in English in the first year or two, with the amount of English instruction gradually increasing each year until English and the partner language are each used for 50% of instruction (generally by third grade).

Bilingual education: Used both as an umbrella term for dual language and transitional bilingual programs, and synonymously with transitional bilingual programs.

Developmental bilingual: A dual language program in which students are primarily native speakers of the partner language.

Dual immersion: Used synonymously with dual language, particularly in the Southwestern and Western United States.

Dual language immersion: Used synonymously with dual language.

Dual language: A program in which the language goals are full bilingualism and biliteracy in English and a partner language, students study language arts and other academic content (math, science, social studies, arts) in both languages over the course of the program, the partner language is used for at least 50% of instruction at all grades, and the program lasts at least 5 years (preferably K-12). CAL and [other institutions](#) use this term as an umbrella term that includes two-way immersion, foreign language immersion, heritage language immersion, and developmental bilingual programs. Throughout the U.S., it is frequently used synonymously with two-way immersion.

Early exit program: See transitional bilingual education.

English immersion: A program for English language learners in which the goal is proficiency in oral and written English, in which the native language is not used for instruction.

Foreign language experience/exploratory (FLEX): A program characterized by frequent sessions over a short period of time or short and/or infrequent sessions over an extended period of time in order to expose students in Grades K-8 to one or more languages and cultures. Goals are learning about languages, learning basic words and phrases, and/or developing an interest in foreign language for future study. Some instruction may take place in English.

Foreign language immersion: A dual language program in which students are primarily native English speakers learning a foreign language.

Foreign language in the elementary school (FLES): A foreign language class taught at least 75 minutes per week, in which the goals are to acquire listening, speaking, reading, and writing skills and to gain an understanding of and appreciation for other cultures. The focus of instruction can be on language and/or subject matter content. [Learn More](#)

Foreign language: In the U.S., a language other than English. See also world language.

Full immersion: See 90/10. Term generally used more frequently by foreign language immersion practitioners than two-way or developmental bilingual practitioners.

Heritage language immersion: A dual language program in which students are primarily English speakers with some proficiency in or a cultural connection to the partner language through family, community, or country of origin.

Heritage language program: A program that aims to develop proficiency in a language that is spoken by the students' relatives, ancestors, or community members in which the student may have some level of proficiency. Programs may be school-based or community-based and range from an hour a week to full immersion. [Learn More](#)

Immersion (referring to a program type): A program in which at least 50% of instruction is in the partner language and, in both English and the partner language, the focus of instruction is on both language and subject content.

Immersion (referring to a technique or a method): A method in which teachers speak in the partner language exclusively during instructional time. May be used in immersion programs or in traditional foreign language classes at any grade level.

Late exit program: A transitional bilingual program in which students receive instruction in the partner language for 4-6 years. May differ from a developmental bilingual program if the amount of instruction in the partner language falls below 50%.

Maintenance bilingual: Less common term for developmental bilingual.

Newcomer program: A specially designed program for new immigrants to the U.S. who are English language learners in which students learn in special classes until they can be integrated into the mainstream. Teachers may or may not use the native language for instruction. They are most often found at upper elementary and secondary grade levels. [Learn More](#)

One-way immersion: Used frequently in the Southwestern United States to refer to developmental bilingual education; also frequently used to refer to foreign language immersion (to contrast it with two-way immersion that enrolls students from two language groups).

Partial immersion: See 50/50. Term generally used more frequently by foreign language immersion practitioners than two-way or developmental bilingual practitioners.

Partner language: Alternative term for the language other than English that is used for instruction in programs in the United States. Preferred term in dual language, in which both English and the foreign language are "targets" for developing proficiency.

Side-by-side model: A way of distributing languages for instruction in dual language programs in which students are instructed in one room by an English teacher and in another room by a partner language teacher. Students move between the two classrooms for instruction. Teachers generally teach exclusively in one language to two groups of students.

Spanish for native speakers program: A program of instruction for native speakers of Spanish that complements foreign language instruction in Spanish for non-native speakers. [Learn More](#)

Target language: The language other than English that is used for instruction. See partner language.

Transitional bilingual education: A program for English language learners in which the goal is proficiency in oral and written English. The students' native language is used for instruction for a number of years (1-3 is typical) and is gradually phased out in favor of all-English instruction.

Two-way bilingual immersion: Less common term for two-way immersion.

Two-way immersion (TWI): A dual language program in which both native English speakers and native speakers of the partner language are enrolled, with neither group making up more than two-thirds of the student population.

World language: Increasingly common term for foreign language.

Guiding Principles for Dual Language Education

Elizabeth R. Howard, Julie Sugarman, Donna Christian, Kathryn J. Lindholm-Leary, & David Rogers

2007, Second Edition

Supported by the National Clearinghouse for English Language Acquisition at The George Washington University

The *Guiding Principles for Dual Language Education* is a tool to help dual language programs (two-way immersion, heritage language, foreign language immersion, or developmental bilingual programs) with planning and ongoing implementation.

Based on the New Mexico *Dual Language Program Standards* and grounded in research on effective schools, the publication was developed by the Center for Applied Linguistics in 2005 with an expert panel of researchers and practitioners from across the United States, and revised in 2007.

Available online as a free PDF, the *Guiding Principles* can be found at www.cal.org/twi/guidingprinciples.htm.

STRAND 1 *Assessment and Accountability*

- Principle 1 The program creates and maintains an infrastructure that supports an accountability process.
- Principle 2 Student assessment is aligned with state content and language standards, as well as with program goals, and is used for evaluation of the program and instruction.
- Principle 3 The program collects a variety of data, using multiple measures, that are used for program accountability and evaluation.
- Principle 4 Data are analyzed and interpreted in methodologically appropriate ways for program accountability and improvement.
- Principle 5 Student progress toward program goals and NCLB achievement objectives is systematically measured and reported.
- Principle 6 The program communicates with appropriate stakeholders about program outcomes.

STRAND 2 *Curriculum*

- Principle 1 The curriculum is standards-based and promotes the development of bilingual, biliterate, and multicultural competencies for all students.
- Principle 2 The program has a process for developing and revising a high quality curriculum.
- Principle 3 The curriculum is fully articulated for all students.

STRAND 3 *Instruction*

- Principle 1 Instructional methods are derived from research-based principles of dual language education and from research on the development of bilingualism and biliteracy in children.
- Principle 2 Instructional strategies enhance the development of bilingualism, biliteracy, and academic achievement.
- Principle 3 Instruction is student-centered.
- Principle 4 Teachers create a multilingual and multicultural learning environment.

STRAND 4 *Staff Quality and Professional Development*

- Principle 1 The program recruits and retains high quality dual language staff.
- Principle 2 The program has a quality professional development plan.
- Principle 3 The program provides adequate resource support for professional development.
- Principle 4 The program collaborates with other groups and institutions to ensure staff quality.

Guiding Principles for Dual Language Education

STRAND 5 *Program Structure*

- Principle 1 All aspects of the program work together to achieve the goals of additive bilingualism, biliteracy and cross-cultural competence while meeting grade-level academic expectations.
- Principle 2 The program ensures equity for all groups.
- Principle 3 The program has strong, effective, and knowledgeable leadership.
- Principle 4 The program has used a well-defined, inclusive, and defensible process to select and refine a model design.
- Principle 5 An effective process exists for continual program planning, implementation, and evaluation.

STRAND 6 *Family and Community*

- Principle 1 The program has a responsive infrastructure for positive, active, and ongoing relations with students' families and the community.
- Principle 2 The program has parent education and support services that are reflective of the bilingual and multicultural goals of the program.
- Principle 3 The program views and involves parents and community members as strategic partners.

STRAND 7 *Support and Resources*

- Principle 1 The program is supported by all program and school staff.
- Principle 2 The program is supported by families and the community.
- Principle 3 The program is adequately funded.
- Principle 4 The program advocates for support.
- Principle 5 Resources are distributed equitably within the program, school, and district.

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TWIBULLETIN

Number 47, Fall 2012

www.cal.org/twi

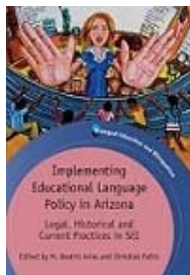
[Immersion 2012](#)

[La Cosecha Dual Language Conference](#)

[Resources on Instruction](#)



New Book on Structured English Immersion in Arizona



Implementing Educational Language Policy in Arizona

In this volume, scholars and researchers present their latest findings and concerns regarding the impact of a restrictive language policy on teacher preparation and classroom practice through the lens of the decade-long implementation of Structured English Immersion (SEI) in Arizona. This publication from Multilingual Matters is edited by M. Beatriz Arias and Christian Faltis with contributions from Terrence Wiley and Sarah Catherine K. Moore.

[Click here](#) to learn more.

Immersion 2012

**Immersion 2012:
Bridging Contexts for a Multilingual World
October 18-20
St. Paul, Minnesota**



The fourth international conference on immersion education, Immersion 2012: Bridging Contexts for a Multilingual World, brings together researchers and practitioners working in a range of immersion programs. The conference is sponsored by the Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota. Visit CAL staff presentations at the conference, including a plenary session with CAL Senior Fellow, Donna Christian:

- *Program Evaluation Skills for Immersion Educators*, Julie Sugarman, preconference workshop, Thursday, 1:30-4:00
- *Linguistic and Cultural Equity in Two-Way Immersion Education*, Julie Sugarman, session, Friday, 11:15-12:15
- *No Program Is an Island: Policy Contexts for Immersion Education*, Donna Christian, plenary, Friday, 8:30-10:00

[Click here](#) for more information or to register.

La Cosecha Dual Language Conference

**La Cosecha Dual Language Conference:
La educacion que merecen todos nuestros hijos
November 7-10
Santa Fe, New Mexico**

Dual Language Education of New Mexico announces *La Cosecha* 2012, 17th Annual Dual Language Conference, "*La educacion que merecen todos nuestros hijos.*" *La Cosecha* brings together more than 1,500 educators, parents, researchers, and community members that support dual language enriched education. Join CAL's Igone Arteagoitia on Thursday, November 8 for her presentation, "Using Cognates to Develop Academic Language in Dual Language Programs."

Regular registration is now open! [Click here](#) for more information and to register.

Resources on Instruction



Language Objectives: The Key to Effective Content Area Instruction for English Learners

In this article prepared for the Colorín Colorado! website, Jennifer Himmel, CAL Associate Director for PreK-12 ELL Professional Development Programs, provides an overview of how to use language objectives in content-area instruction for English learners. She includes practical examples and answers key questions about implementing language objectives in the classroom. [Read the article.](#)



Report on SIOP in Two-Way Immersion Classrooms: Adapting the Sheltered Instruction Observation Protocol (SIOP) for Two-Way Immersion Education: An Introduction to the TWIOP

Language objectives are a key feature of the Sheltered Instruction Observation Protocol (SIOP) Model for instruction, as are making links to students' backgrounds, increasing opportunities for students to interact, and ensuring input is comprehensible for students. This 2007 report summarizes key modifications to the SIOP Model for the TWI context and provides examples of lessons that use this modified approach in TWI classrooms. [Read the report.](#)

Two-Way Immersion Toolkit

The Toolkit is a resource for teachers, parents, and administrators involved with two-way immersion programs, particularly those at the elementary level. The Toolkit's section on classroom instruction includes a Question & Answer (Q&A) document on teaching in TWI programs and model lesson plans that show how best practices are implemented in the TWI classroom. [View the Toolkit.](#)

The *TWI Bulletin*, distributed periodically by email by the Center for Applied Linguistics, shares information about current dual language/two-way immersion news, publications, and events.

Please feel free to forward this bulletin to your colleagues and friends. They can subscribe to the *TWI Bulletin* by visiting the [Join Our List](#) page at the TWI Website, or by clicking "Subscribe" at the bottom of each bulletin. You may unsubscribe by sending an e-mail to twi@cal.org.



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Meeting the needs of educators working with language learners in Grades K–8

CAL Early Language Assessments
SOPA • ELLOPA • COPE

Visit us online at www.cal.org/ela

SOPA: Student Oral Proficiency Assessment

(for Grades 2-8)

ELLOPA: Early Language Listening and Oral Proficiency Assessment

(for Grades PreK-2)

COPE: CAL Oral Proficiency Exam

(for Grades 5-8)

The *SOPA* and *ELLOPA* interviews are innovative language proficiency assessment instruments designed to allow young students to demonstrate their highest level of performance in oral fluency, grammar, vocabulary, and listening comprehension.

These interactive listening and speaking assessments are designed for children who are learning a second language in a school setting. They include hands-on activities and are conducted entirely in the second language. Students are assessed in pairs by two trained test administrators and are encouraged to interact with each other as well as with the interviewers. The focus of the interview is to determine what the students can do with the language.



The *COPE* uses interview and role play techniques with two students at a time to measure the student's ability to understand, speak, and be understood by others in a second language.

The test measures cognitive-academic language skills as well as second language proficiency and is designed with immersion programs in mind.

SOPA: Available in Chinese, English, French, German, Japanese, and Spanish.

ELLOPA: Available in Chinese, English, French, German, Hebrew, Japanese, and Spanish.

COPE: Available in Chinese, English, French, German, Japanese, Russian, and Spanish.

Professional Development and Program Evaluation Services

CAL offers professional development and program evaluation services for elementary, middle, and secondary school district or language programs that can be customized to meet your needs. CAL also continues to offer live trainer workshops for the *SOPA*, *ELLOPA*, and *COPE* and rating verification services.

Online Courses Available

CAL provides a variety of online courses designed to teach participants how to administer and rate the *SOPA* and *ELLOPA*.

SOPA
ONLINE TRAINING

For more details, see the back of this flyer.

For more information,
contact Lynn Thompson at lthompson@cal.org
or visit us online at www.cal.org/ela.

CAL CENTER
FOR APPLIED
LINGUISTICS

CAL offers online training courses designed to teach participants how to administer and rate the *Student Oral Proficiency Assessment (SOPA)* and the *Early Language Listening and Oral Proficiency Assessment (ELLOPA)*. *Introduction to SOPA* is a self-paced course that provides a basic orientation to the SOPA and introduces the SOPA rating scale. The *Moderated Introduction to SOPA* provides all the content of the self-paced introductory course plus includes interactive discussions, advice, and feedback by an experienced SOPA trainer. *Rating the SOPA* is a moderated course that provides teachers with language-specific rating practice. CAL can also work collaboratively with you to customize a course to best meet your needs or conduct a live trainer workshop at your location.

Introduction to SOPA

A basic, self-paced introduction to the SOPA

This self-paced online course provides an orientation to the SOPA, offering basic content based on CAL's live two-day workshops. The four-module course provides information about the purpose, background, and format of the SOPA; sample immersion and FLES SOPA tasks; tips for effective SOPA interviewing and rating; practice administering and rating the SOPA with a pair of students; and self-assessment tools. *Introduction to SOPA* provides a general introduction for teachers, teacher educators, and administrators interested in learning more about the SOPA or in evaluating it for use in the classroom.



Moderated Introduction to SOPA

Learn about the SOPA through interactive lessons led by an experienced SOPA trainer.

The *Moderated Introduction to SOPA* online course offers all the content available in the self-paced *Introduction to SOPA* course with additional moderated discussions and assignments led by an experienced SOPA trainer. The moderated introductory course also includes online discussions of key issues related to the SOPA, feedback on assignments and quizzes from an experienced SOPA trainer, and online access to the *CAL Oral Proficiency Assessment Administrator's Manual* and to model immersion

and FLES SOPA scripts and complete library of assessment tasks and templates. CAL recommends this course for teachers who would like direct guidance in preparing to administer the SOPA.

Rating the SOPA

Improve your SOPA rating skills using language-specific SOPA interviews at different proficiency levels.

This moderated online course provides teachers with language-specific practice and includes video clips of interviews in Chinese, English, French, German, Japanese, and Spanish. *Rating the SOPA* is designed for teachers who have completed the *Moderated Introduction to SOPA* course or participated in CAL's live SOPA training workshops.

The *Moderated Introduction to SOPA* and *Rating the SOPA* courses now include materials to design your own ELLOPA.

Customized SOPA Courses

Contact CAL to learn more about customized courses that can be designed to meet your unique requirements.

An important note about rating

Rating accuracy is a critical component of any assessment. Contact CAL at ela@cal.org to learn more about CAL's rater verification services.

SOPA Online Training Courses now available

- Introduction to SOPA
- Moderated Introduction to SOPA
- Rating the SOPA

A process for SOPA Rater certification is in development. These courses are offered periodically—check our website for updates.

Visit www.cal.org/ela to learn about these courses and live training workshops.

Visit www.cal.org/ela for more details.