

Two-Way Immersion Information Meeting



Monolingual or Bilingual?



Dr. Jack Smith:

- “Being multilingual has to be seen as an asset.”



Quote from superintendent's budget presentation on Dec. 13, 2016

Dr. Jack Smith:

- “We must teach for our students’ future, not our own past.”



Quote from superintendent’s budget presentation on Dec. 13, 2016

Framing

- Response to Choice Study
- Increase World Languages opportunities at the elementary level
 - ✓ Two-way immersion (English - Spanish /English - French)

What is Dual Language?

Dual Language

Core Characteristics:

Any program that provides literacy and content instruction in TWO languages to all learners while promoting:

Bilingualism and Biliteracy
High Academic Achievement
Cross-cultural competency

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

- Two-way Immersion
- One-way Immersion

Foreign Language Immersion

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

- Full Immersion
- Partial Immersion

Why Two-Way Immersion?

- Both native English speakers and native speakers of the partner language tend to excel academically, outperforming their peers in traditional educational settings (Thomas & Collier, 2012).
- The only program that has shown significant decrease of the achievement gap.

Why Two-Way Immersion?

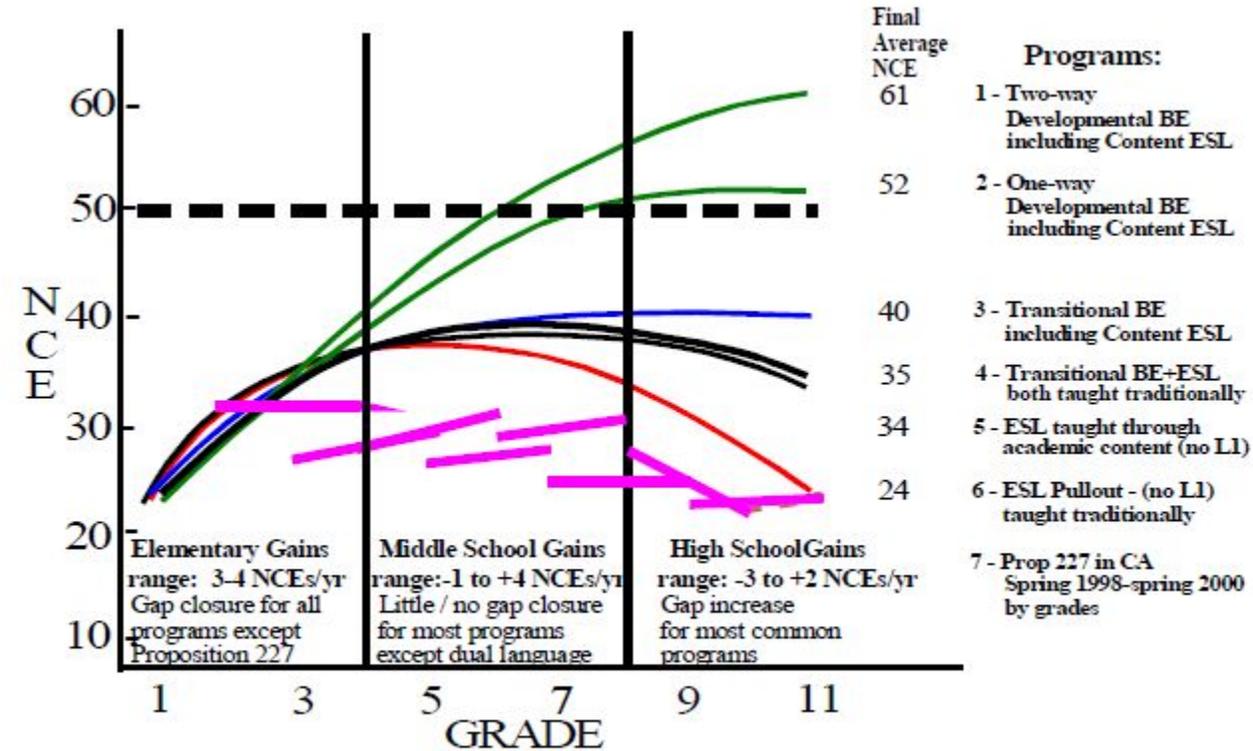
- Participants outperform non-participants, across all subgroups



ENGLISH LEARNERS= LONG-TERM K-12 ACHIEVEMENT IN NORMAL CURVE EQUIVALENTS (NCEs) ON STANDARDIZED TESTS IN ENGLISH READING COMPARED ACROSS SEVEN PROGRAM MODELS

(Results aggregated from a series of longitudinal studies of well-implemented, mature programs in five school districts and in California from 1998-2000)

- Program 1: Two-way developmental bilingual education (BE), including Content ESL
- Program 2: One-way developmental BE, including ESL taught through academic content
- Program 3: Transitional BE, including ESL taught through academic content
- Program 4: Transitional BE, including ESL, both taught traditionally
- Program 5: ESL taught through academic content using current approaches with no L1 use
- Program 6: ESL pullout - taught traditionally
- Program 7: Proposition 227 in California (sequential 2-year cohorts, spring 1998-spring 2000)



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Unique Features of TWI

- Balanced enrollment of students who are native English speakers and students who are native speakers of the partner language (French or Spanish)
- All students are first language models and second language learners
- Additive Bilingualism (first language is maintained for all while second language is acquired by all)

Key Features of TWI Programs

- *Sustained instruction in the partner language for at least 6 years*
- *At least 50% of instruction in the partner language throughout the program*
- *Language arts and literacy instruction in both program languages*

Schools Selected for 2017-18

- Brown Station
- Washington Grove



Possible Models

	Partner Language	English
K	90	10
1	80	20
2	60	40
3	50	50
4	50	50
5	50	50

90/10 Model
Initial Literacy in Partner Language

	Partner Language	English
K	50	50
1	50	50
2	50	50
3	50	50
4	50	50
5	50	50

50/50 Model
Initial Literacy in Both Languages

In MCPS...

- Schools can choose own model



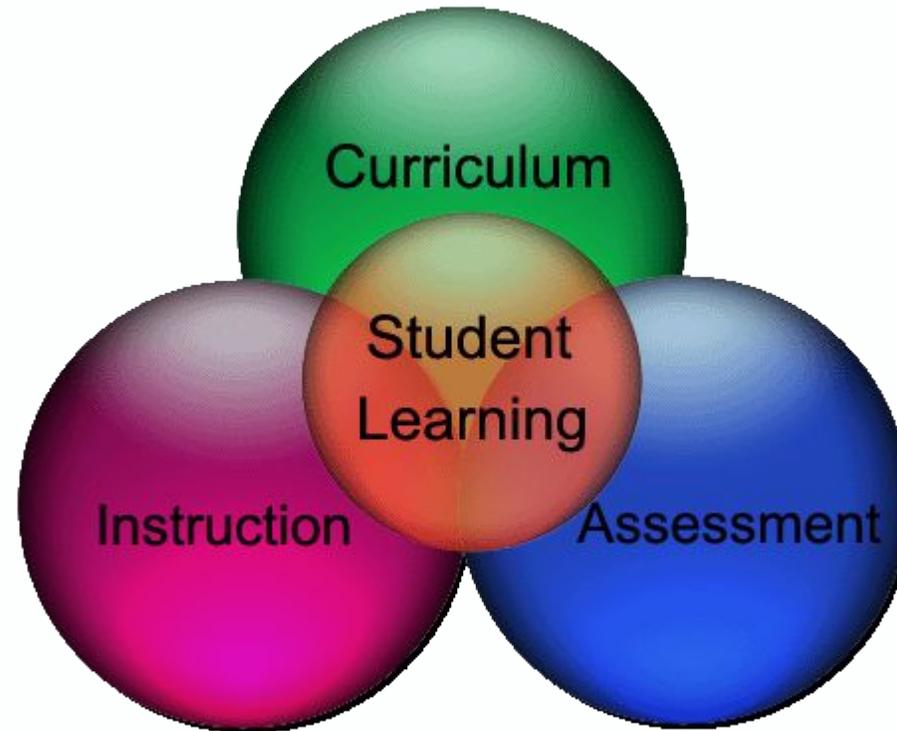
Brown Station's Model

- Sample Schedule for Two Weeks (AA, BB, AA, BB Blocks with 50/50 split)

Week One	Monday	Tuesday	Wednesday	Thursday	Friday
Class A	English	English	Spanish	Spanish	English
Class B	Spanish	Spanish	English	English	Spanish
Week Two	Monday	Tuesday	Wednesday	Thursday	Friday
Class A	English	Spanish	Spanish	English	English
Class B	Spanish	English	English	Spanish	Spanish

What Will be Taught?

- Curriculum 2.0



Two Way Immersion Program Model

(AA, BB, AA, BB Blocks with 50/50 split)

Spanish Instruction (2 day rotation)

- Reading
- Writing
- Math
- Science

English Instruction (2 day rotation)

- Reading
- Writing
- Math
- Social Studies



Which Students Participate?

- All BSES students
 - 2017-2018 K
 - 2018-2019 K, 1
 - 2019-2020 K, 1, 2
 - 2020-2021 K, 1, 2, 3
 - 2021-2022 K, 1, 2, 3, 4
 - 2022-2023 K, 1, 2, 3, 4, 5



Can Students from Neighboring Schools Attend?

- This would only be for BSES home school students



Timeline – Spanish TWI

December 2016 – January 2017	Have conversation about TWI with: <ul style="list-style-type: none">• OSSI Director• School Staff• PTA• Community
March – June 2017	<ul style="list-style-type: none">• Visits to local TWI programs• Communication to parents• TWI training for core team (Understanding and Philosophy, Language Allocation Plan, Teaching and Learning, Assessment, Communication, Parent Engagement, Professional Development, Materials, Staffing)
School Year 2017-2018	<ul style="list-style-type: none">• First Year Implementation• Whole school TWI Kindergarten (adding one grade level each year, by school year 2022-2023, K-5 TWI fully implemented)

Funding

- \$192,689 in next year's budget for materials



Additional information:

- “Dual Language Education Can Close Achievement Gap” – Wayne Thomas and Virginia Collier



MCPS Model



YOU DON'T HAVE TO
HAVE IT ALL FIGURED
OUT TO MOVE FORWARD



KEEP MOVING
FORWARD

