



Parent Information Night

DUAL LANGUAGE IMMERSION



Welcome/*Bienvenidos*

- Daisy Tremps, Principal, *Directora*
- Andrea Clack, Assistant Principal, *Subdirectora*
- Michaela Claus-Nix, World Language Content Specialist, *Especialista de Contenido de Idiomas del Mundo*



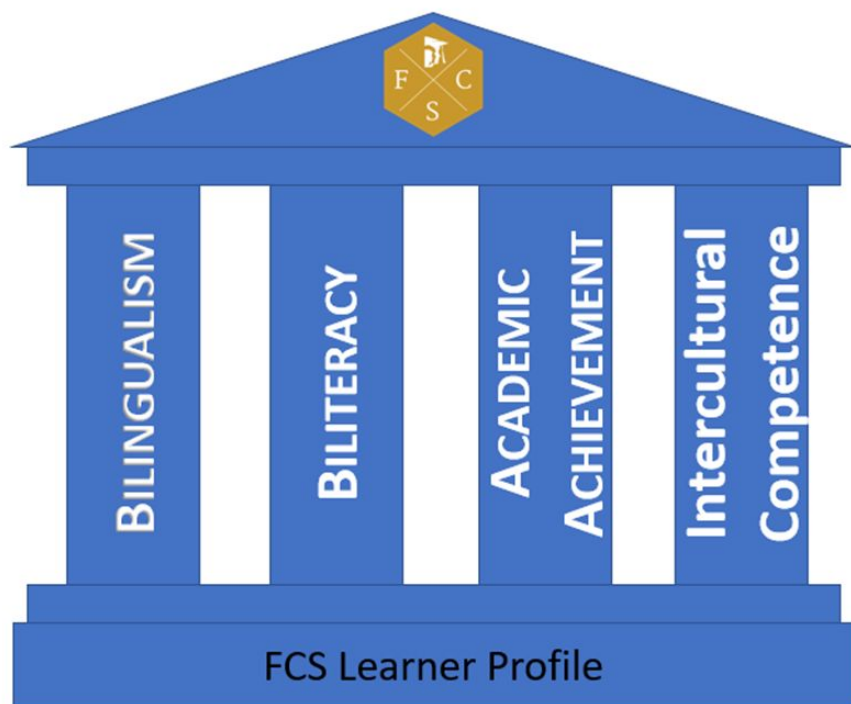
Agenda

- Welcome
- FCS DLI Program Models K-12
- Benefits of DLI & Research
- Student Video & Parent Testimony
- Application Process
- Q&A



DLI Program

Objectives/objetivos del Programa



- **Bilingüismo**
 - Los estudiantes desarrollarán altos niveles de competencia en inglés y español
- **Alfabetización bilingüe**
 - Los estudiantes desarrollarán altos niveles de logros académicos en inglés y español
- **Logro académico**
 - Los estudiantes desarrollarán competencia de nivel de grado en todas las áreas de contenido
- **Competencia multicultural**
 - Los estudiantes demostrarán actitudes y comportamientos transculturales positivos y desarrollarán alta autoestima



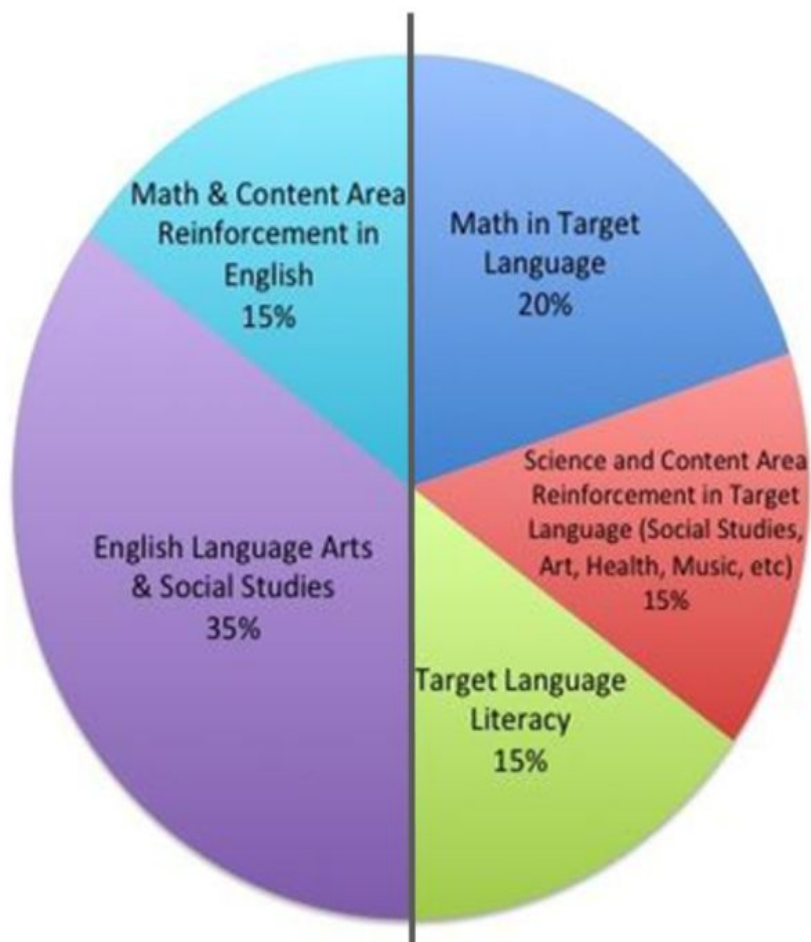
The 50/50 Model

El modelo 50/50

- **Team of two teachers (Kindergarten) with approximately 50 students per school in two separate classrooms**
 - One native English speaker (ECE/ESOL endorsed)
 - One native/heritage/near-native speaker (ECE/highly proficient in target language)
 - Target language proficient paraprofessional in Kindergarten
- **Spend approximately ½ the day in English and ½ the day in target language**
- **Strict separation of languages**
- **K-5 commitment**
- *Equipo de dos profesores (Kindergarten) con aproximadamente 50 alumnos por escuela en dos aulas separadas*
- *Un hablante nativo de inglés (aprobado por ECE / ESOL)*
- *Un hablante nativo / de herencia / casi nativo (ECE / altamente competente en el idioma de destino)*
- *Paraprofesional competente en el idioma de destino en Kindergarten*
- *Los estudiantes son ½ hablantes de inglés, ½ oradores de herencia - si es posible*
- *Aprobado como modelo de entrega de ESOL desde 2015*
- *Pasar aproximadamente la mitad del día en inglés y la mitad del día en el idioma de destino*
- *Estricta separación de idiomas*



Instructional Time Allocation in K-5



- All content instruction is based on the Georgia Standards of Excellence (GSE)
- All students are assessed using GA standardized state assessments (just like students in English-only classes)

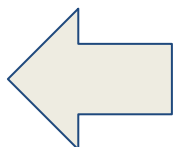


Elementary DLI

A form of education where students are taught content and literacy in two languages. *Una forma de educación donde a los estudiantes se les enseña contenido y alfabetización en dos idiomas.*

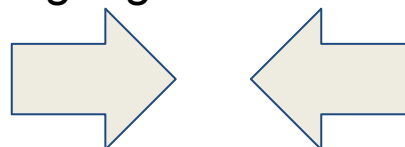
One-Way Immersion

One language group being schooled through two languages.



Two-Way Immersion

Two language groups being schooled through their two languages.





Sequential Bilingualism

Sequential Biliteracy:
Native Speakers of English

Literacy in English	5	Literacy in Spanish
	4	
	3	
	2	
	1	Oral Language Development in Spanish
	K	

Sequential Biliteracy:
Native Speakers of Spanish

Literacy in English	5	Literacy in Spanish
	4	
	3	
	2	
Oral Language Development in English	1	
	K	



FCS 6-8 DLI Program

Grade Level	Semester 1	Semester 2	Student Choice
6th Grade	DLI 6th Grade Advanced Language & Literacy (5th academic)		required
	DLI Media Literacy (Connections 1)	DLI Culture & History (Connections 1)	optional
7th Grade	Spanish 3A (5th academic)		required
	DLI Media Literacy (Connections 1)	DLI Culture & History (Connections 1)	optional
8th Grade	Spanish 3B (5th academic)		required
	DLI Media Literacy (Connections 1)	DLI Culture & History (Connections 1)	optional

ES -> MS ->HS



FCS 9-12 DLI Options

DLI
Continuation
in High
School

9th Grade

Level 4 Foreign
Language
Intermediate High –
Advanced Low

10th Grade

AP Language
Course and Exam
Advanced Low

11th Grade

AP Literature
(Spanish)
Or
Dual Enrollment
Or
New Language
Or
Level 5 Language
Advanced Low – Advanced
Mid

12th Grade

AP Literature
(Spanish)
Or
Dual Enrollment
Or
New Language
Or
Level 5/6 Language
Advanced Low – Advanced
Mid

Seal of Biliteracy

International Skills Diploma Seal



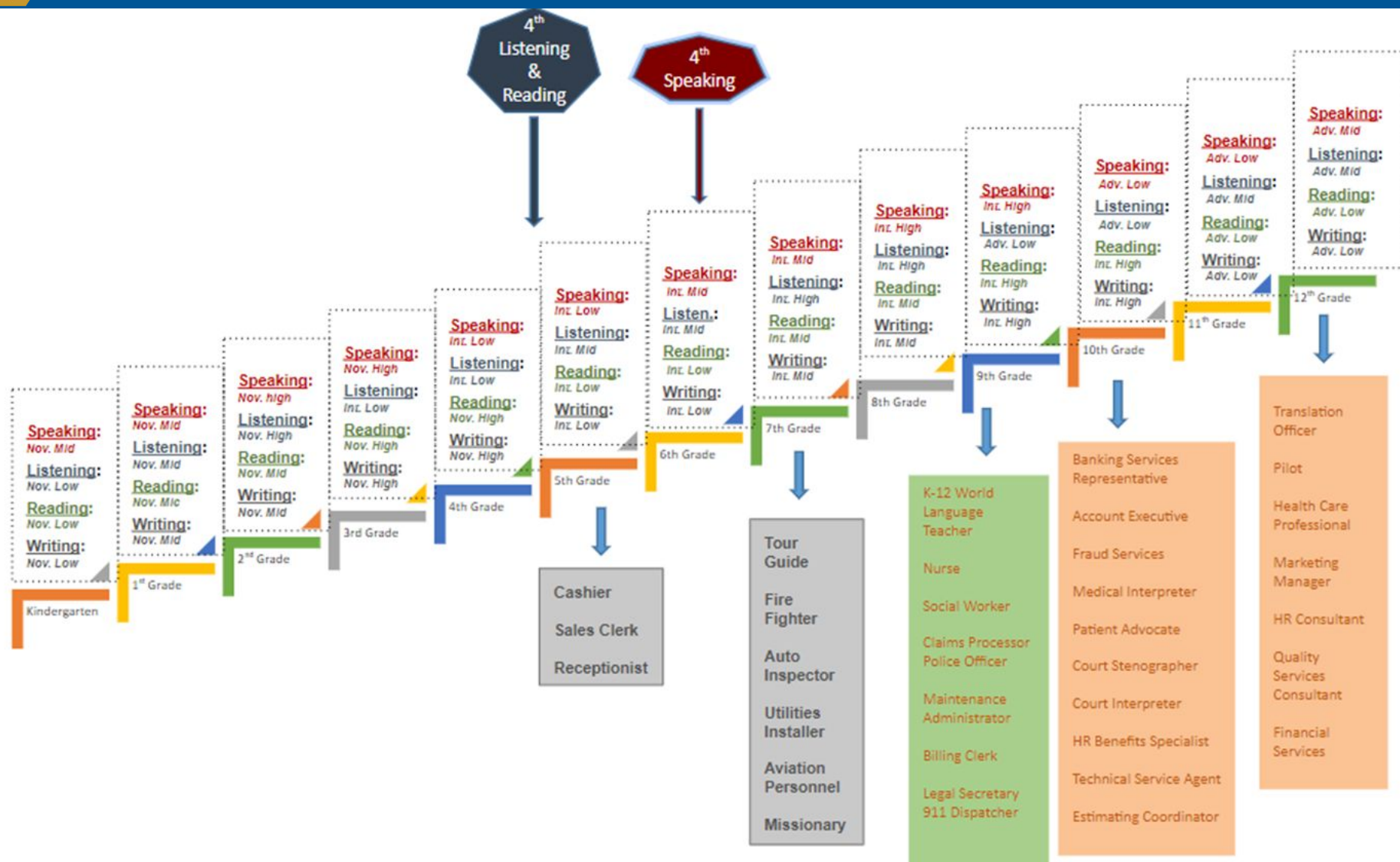


Traditional World Language Programs



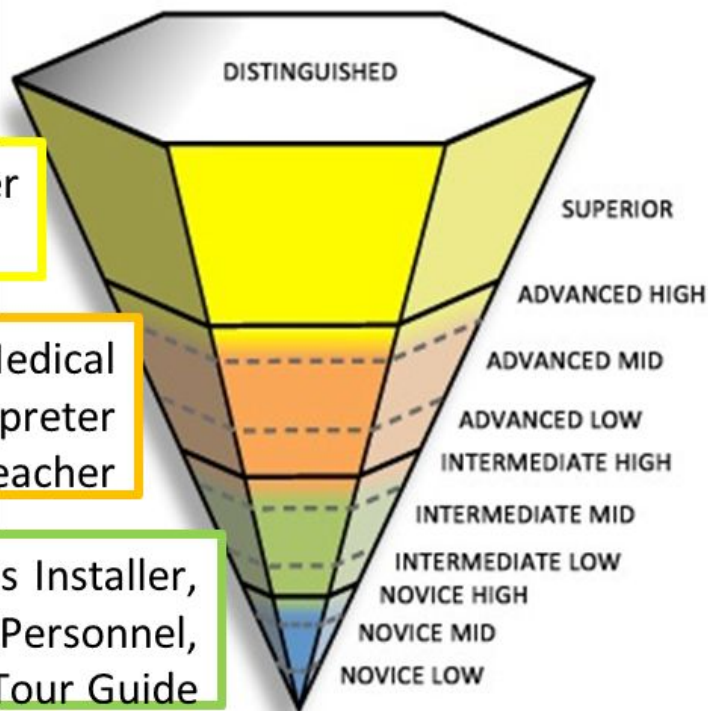


DLI Program





Language Proficiency in the Workplace



University Professor, Lawyer

Physician, Military Linguist Medical Interpreter
K-12 language teacher

Fire fighter, Utilities Installer,
Auto Inspector, Aviation Personnel,
Tour Guide

Many DLI students

Almost all DLI students





Cognitive Benefits of Bilingualism

EXECUTIVE CONTROL

Bilinguals have improved ability to multitask and switch between tasks, can hold attention longer, and have better working memory.

BRAIN POWER

Bilingualism is a mental workout that fine-tunes thinking.

GREY MATTER

Bilingual brains have denser grey matter compared with monolingual brains. Grey matter density is related to increased intellect.



HIGHER PERFORMANCE

Bilingual students generally outperform and score higher on college entrance exams than monolingual students.

MENTAL FLEXIBILITY

Bilinguals have greater mental flexibility and higher metalinguistic awareness.

CREATIVITY

Bilingualism enhances creativity in thinking “outside the box” and problem solving skills.

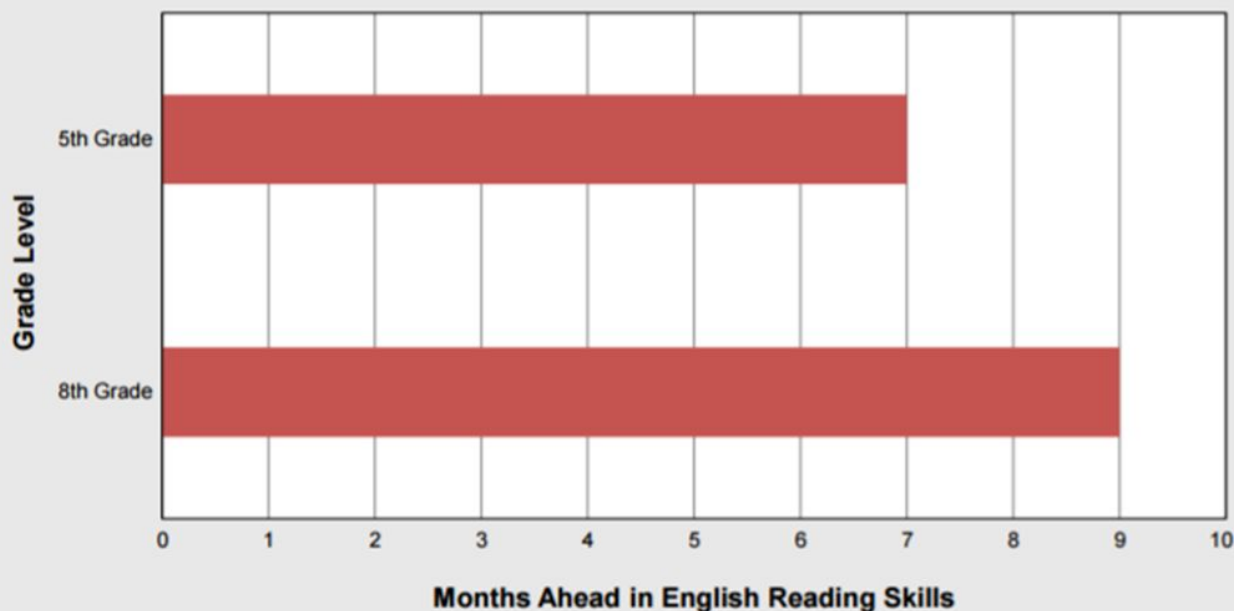
HEALTHIER BRAIN

Delay of brain diseases like dementia and Alzheimers.



DLI Research on Reading

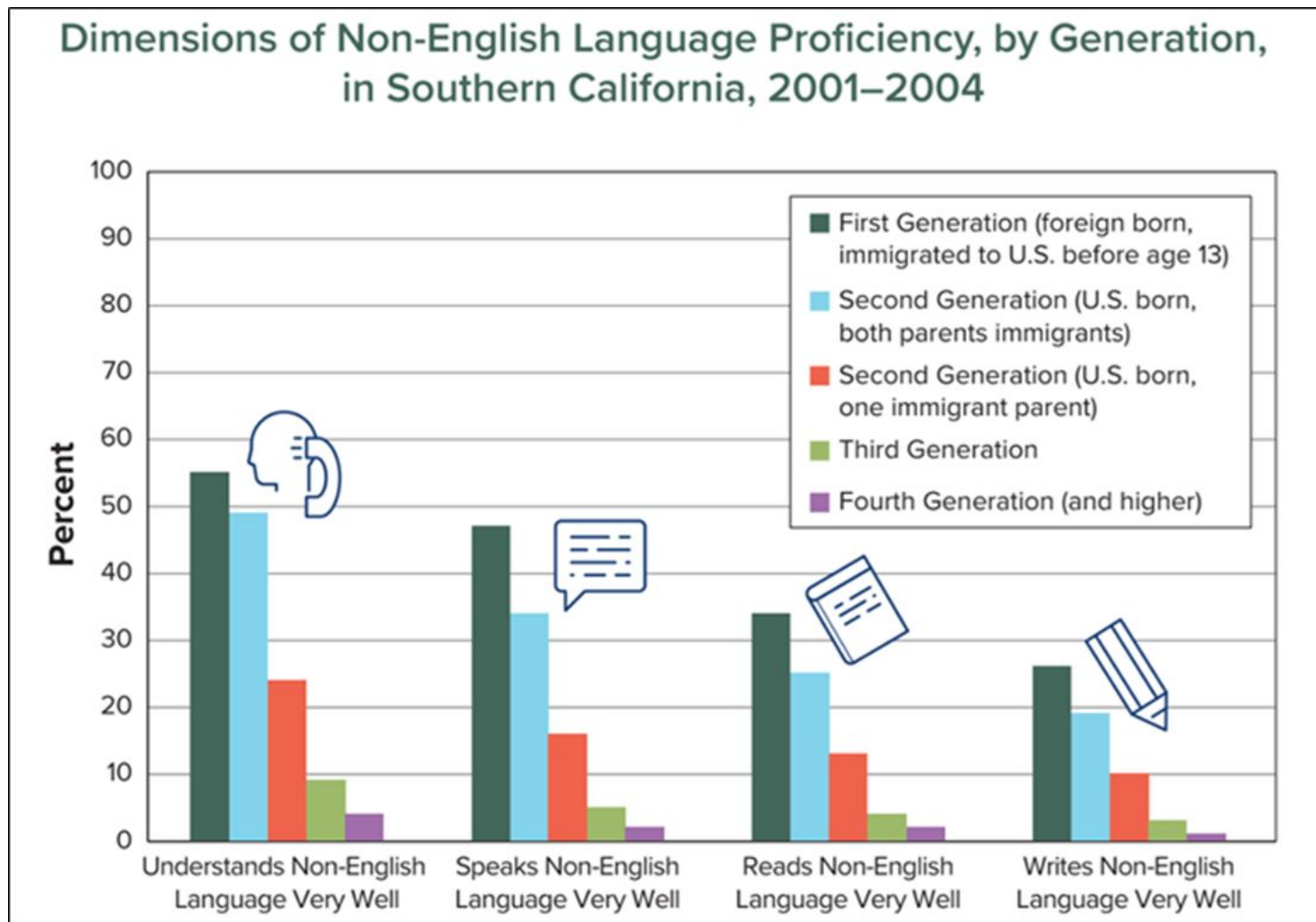
Estimate of the Number of Months Students in Dual-Language Immersion Classes are Ahead of their Peers in Monolingual Classrooms in English Reading Skills, 2012–2015



Source: the State of Languages in the U.S. A Statistical Portrait
(Commission on Language Learning – American Academy of Arts and Sciences)



Benefits for Spanish-Speaking DLI Students





BWE DLI Video

Brandywine DLI



Sample Schedule - One-Way Immersion

	English Classroom		Spanish Classroom
7:50-8:20	Arrival, morning routine, announcements	7:50-8:20	Arrival, morning routine, announcements
	Homeroom A		Homeroom B
8:20-8:40	Morning Meeting	8:20-8:40	Morning Meeting
8:40-9:15	Shared Reading/Phonics	8:40-9:15	Shared Reading/Estrellita
9:15-9:45	Number Talks/Word Problems/Vocabulary	9:15-9:45	Interactive Read Aloud
9:45-10:00	Interactive Read Aloud	9:45-10:00	Language and Literacy Centers
10:10-11:05	Independent Reading & Writing	10:10-11:05	Math
11:09-11:43	Lunch	11:09-11:43	Lunch
11:45-12:05	Recess	11:45-12:05	Recess
12:05-12:50	Specials	12:05-12:50	Specials
	Homeroom B		Homeroom A
12:50-1:20	Afternoon Meeting/Shared Reading (SC)/Phonics	12:50-1:20	Afternoon Meeting/Shared Reading/Estrellita
1:20-1:40	Number Talks/Word Problems/Vocabulary	1:20-1:40	Interactive Read Aloud
1:40-1:55	Interactive Read Aloud (Social Studies)	1:40-1:55	Language and Literacy Centers
1:55-2:45	Independent Reading & Writing	1:55-2:45	Math
2:45-2:50	Pack up, dismissal	2:45-2:50	Pack up, dismissal





DLI Student Characteristics

Domains	Possible Success Factors	Possible Risk Factors
SOCIAL DEVELOPMENT	Appears to be a risk taker	Does not appear to be a risk taker
	Appears to get along with peers	Appears to be immature and / or exhibit inappropriate social behavior
	Appears to have positive self-esteem	Appears to have low self-esteem
	Appears to be confident	Appears to lack confidence
SCHOOL BEHAVIOR	Appears to be receptive to learning Spanish	Rarely or never attempts to communicate in Spanish
	Attends school regularly	Is frustrated by difficulty communicating in Spanish
	Has well established work habits: _ stays on task _ completes assignments _ listens well _ participates actively _ is organized	Does not have well established work habits: _ has difficulty staying on task _ has difficulty completing assignments _ has weak listening skills _ displays lack of involvement _ is disorganized
	Appears to have a positive attitude toward school	Does not attend school regularly

Domains	Possible Success Factors	Possible Risk Factors
FIRST LANGUAGE ACQUISITION	Appears to have a well -established first language in terms of understanding, oral expression, and vocabulary	Does not appear to have a well -established first language in terms of understanding, oral expression, and vocabulary
	Communicates well verbally	Does not communicate well verbally
	Appears to have at least average verbal reasoning skills (i.e., can describe, make inferences, associate ideas, categorize, etc.)	Appears to have experienced significant developmental delays in the first language: _ semantic and / or syntactic development _ receptive and / or expressive language skills
LEARNER CHARACTERISTICS	Appears to have adequate auditory processing skills: _ discrimination _ memory _ sequencing	Appears to have auditory processing difficulties: _ discrimination _ memory _ sequencing
	Appears to participate readily in new learning situations	Appears to be hesitant when presented with new learning situations
	Appears to readily retain information presented both visually and	Appears to have difficulty retaining information presented visually





How Parents Can Help at Home

- You can help at home by:
 - singing the songs together, to a pet, to a stuffed animal, a younger sibling, a grandparent
 - reminding him/her to look at the teacher's face and hands to understand directions
 - reminding him/her to stay focused for the whole lesson
 - reminding him/her that it's OK to ask a friend for help or the teacher
 - reminding them to use the visuals and posters in the classroom to help them remember key phrases and sentences
 - listening to him/her read out loud, and noticing when the flow of language seems to be not fluent
- *Puede ayudar en casa de la siguiente manera:*
 - *cantando las canciones juntos, a una mascota, a un peluche, a un hermano menor, a un abuelo*
 - *recordarle que mire la cara y las manos del maestro para entender las instrucciones*
 - *recordarle que se mantenga concentrado durante toda la lección*
 - *recordarle que está bien pedirle ayuda a un amigo o al maestro*
 - *recordarle que usen las imágenes y los carteles en el aula para ayudarlos a recordar frases y oraciones clave*
 - *escucharlo leer en voz alta y notar cuando el flujo del lenguaje parece no ser fluido*



Parent Testimonies

Olivia





Parent Testimony/Testimonio de Padre

Grant



My son Grant is a current kindergarten student in the DLI program here at Brandywine. As a Forsyth County employee, I've had the privilege of watching this program grow from year 1 to where it is now. I've known all along that I want to have Grant in the program, but I was hesitant about whether this would be the right environment for him. He's a smart, hard working boy, but he can be a worrier—I questioned whether the structure and pace of the program would be too much for him. It's funny to think about that now because those fears were erased from essentially day 1 of school. In my opinion, my son is thriving! Everyday he speaks Spanish to us in some form or fashion (and this is not an exaggeration, this is every day), and this is initiated completely by him. Just the other day we were in a hurry to get out the door and I said, "Where are your shoes?" Without skipping a beat, he looked at me and said, "Yo no sé, Mama." He's constantly asking me how to say different words/phrases in Spanish; he's so curious about it—we're constantly putting words/phrases into Google Translate, again, all initiated by him. When we're out in public and he hears someone speaking in Spanish, he lights up! He's obviously not a native Spanish speaker, but he now feels a connection to Spanish. Giving him the gift of bilingualism might be one of the greatest gifts that I ever give him. Ms. Smith and Maestra Leath are an amazing duo; they are passionate and innovative educators! This program is also instilling in Grant a love of diversity and different cultures. I can't say enough great things about this program; I can't wait for my 4-year-old to officially start her DLI journey in August of 2023.



Applications & Lottery

- Kindergarten Registration:
 - January-July 2023
- DLI Application/Commitment Form due by June 5, 2023
 - Applications available at www.forsyth.k12.ga.us/dli
- Lottery:

The FCS DLI program has a priority admission process:

 - Students with siblings in DLI or employee children at Brandywine are pre-approved
 - Students that are zoned to Brandywine have priority
 - Students from other FCS elementary schools



Q&A





Contact

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