



March 2019

DUAL LANGUAGE IMMERSION PARENT INFO NIGHT 2



Introductions

- Fonda Harrison, *Associate Superintendent for Teaching & Learning*
- Todd Smith, *Principal Brandywine ES*
- Michaela Claus-Nix, *World Language Content Specialist*



DLI Teachers





Agenda

- What is DLI?
- Goals and benefits of DLI
- What does DLI look like in the classroom?
- How parents can help at home
- Parent understandings
- Lottery
- Contact information

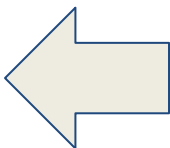


What is DLI?

A form of education where students are taught content and literacy in two languages.

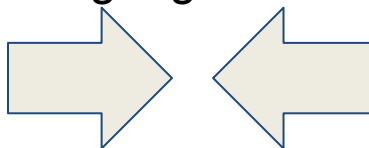
One-Way Immersion

One language group being schooled through two languages.



Two-Way Immersion

Two language groups being schooled through their two languages.





DLI Program Goals

- Proficiency in English
- Proficiency in a new language
- Academic achievement
- Intercultural competence





The 50/50 Model

- 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
- Students are $\frac{1}{2}$ English speakers, $\frac{1}{2}$ heritage speakers – if possible
- Spend approximately $\frac{1}{2}$ the day in English and $\frac{1}{2}$ the day in target language
- Strict separation of languages



Open Doors to Success



Academic Benefits

- Increased English Literacy
- Increased Academic Achievement
- Higher SAT/ACT Scores
- Higher attendance
- Print awareness / Reading ability
- Easier to learn additional Languages
- Reinforces other subject areas (Math)
- Narrows the achievement gap

Cognitive Benefits

- Multitasking
- Attention Control
- Increased memory
- Delay Dementia
- Creative Problem Solving
- Develops verbal & spatial skills
- Decision making



Career Benefits

Increased access to jobs

- Increased chance of being hired
- Increased career earnings
- Increased career advancement
- Globally competitive
- Increasingly valued in the job market (Domestically and globally)
- Growth of online retail/global sales

Social/Cultural Benefits

- Increased cultural competency
- Increased travel opportunities
- Builds Teamwork
- Builds Tolerance / Respect for others
- Builds cross-cultural communication
- Connects with Heritage
- Builds global perspective

Brandywine Elementary and Cumming Elementary Kindergarten Schedule

| | English Classroom | | Spanish Classroom |
|-------------|--|-------------|---|
| | Homeroom A | | Homeroom B |
| 7:10-7:50 | Arrival, morning routine, announcements | 7:10-7:50 | Arrival, morning routine, announcements |
| 7:50-8:15 | Morning Meeting | 7:50-8:15 | Morning Meeting |
| 8:15-8:40 | Word Work Centers (Differentiated Phonics and/or Sight Words) | 8:15-9:00 | Math (4 days a week) + Science (1 day a week) |
| 8:40-9:00 | Interactive Read Aloud (Social Studies twice a week, Science once a week) | | |
| 9:00-9:20 | Number Talks/Word Problems/Vocabulary (3 days a week) Social Studies (2 days a week) | 9:00-9:20 | Interactive Read Aloud (Science twice a week) |
| 9:20-9:40 | Recess | 9:20-9:40 | Recess |
| 9:40-10:10 | Shared Reading / Phonics | 9:40-10:10 | Shared Reading / Phonics |
| 10:10-11:00 | L1 Workshop (native language) Reading Workshop (minilesson + independent reading + guided reading + partner reading) Writing Workshop (minilesson + independent writing + strategy groups + share) Shared Writing / Interactive Writing | | |
| 11:00-11:30 | Lunch | | Lunch |
| | Homeroom B | | Homeroom A |
| 11:30-11:45 | Afternoon Meeting | 11:30-11:45 | Afternoon Meeting |
| 11:45-12:30 | Specials | 11:45-12:30 | Specials |
| 12:30-12:50 | Interactive Read Aloud (Social Studies twice a week, Science once a week) | 12:30-12:50 | Interactive Read Aloud (Science twice a week) |
| 12:50-1:15 | Word Work Centers (Differentiated Phonics and/or Sight Words) | 12:50-1:45 | Math (4 days a week) + Science (1 day a week) |
| 1:15-1:45 | Shared Reading / Phonics | | |
| 1:45-2:10 | Number Talks/Word Problems/Vocabulary (3 days a week) Social Studies (2 days a week) | 1:45-2:10 | Shared Reading / Phonics |
| 2:10-2:20 | Pack up, dismissal | | Pack up, dismissal |

* Afternoon meeting can be shorter than Morning meeting because you do not need to repeat certain components.



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



A Parent Perspective

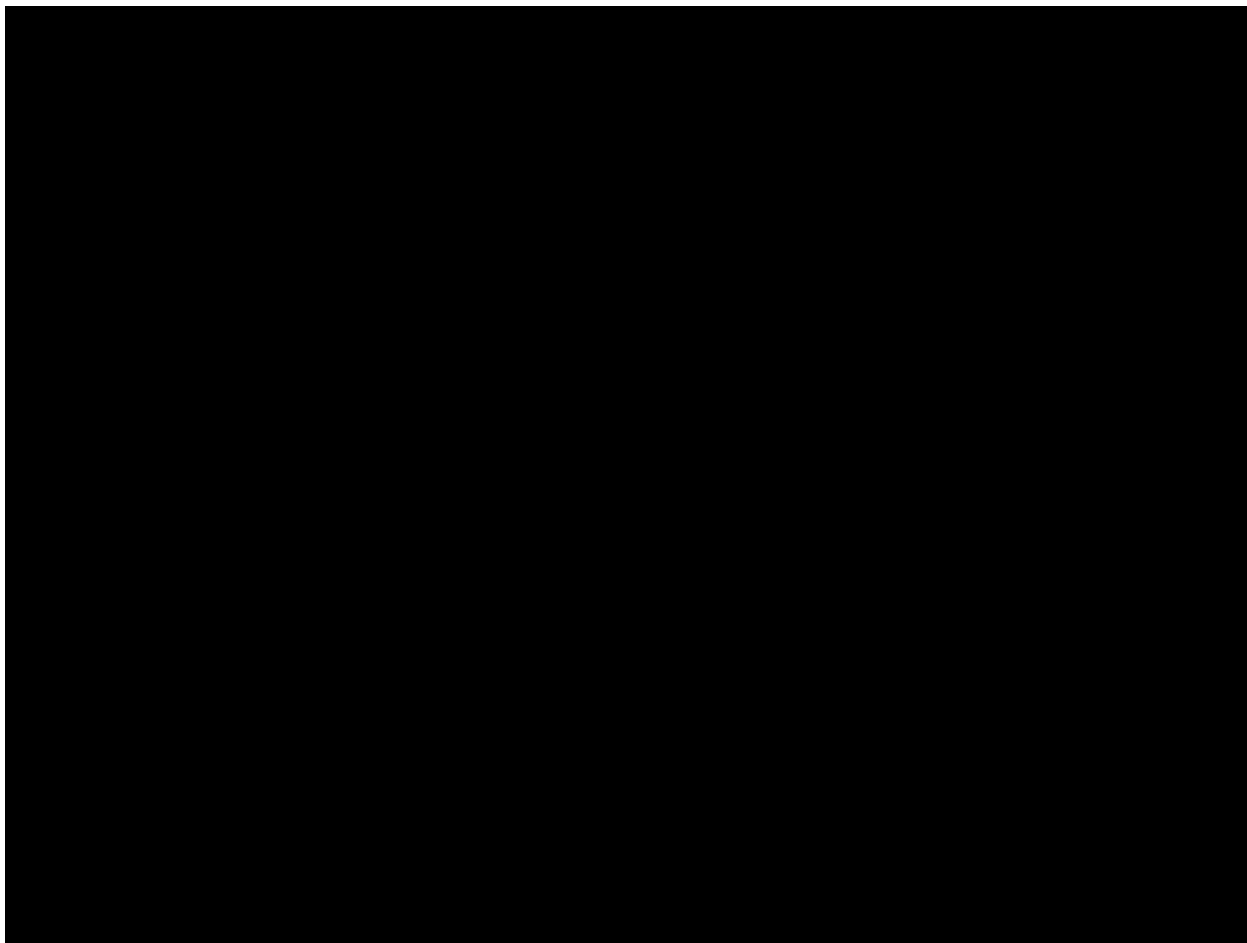
As my husband and I considered the possibility of our son participating in the DLI program, we had a lot of thoughts and concerns. We were, of course, interested in him learning a second language. We did, however, have concerns about whether or not the focus on language acquisition would impede the pace of his content knowledge. We also were worried about how he would handle the frustration of a classroom with Spanish instruction. Lastly, we were worried about whether or not it was the right choice for our son's education.

As we are finishing up the first half of the year, we could not be happier with our decision to participate in this program. Our son has never once expressed frustration or angst. He LOVES the Spanish language and both of his teachers. He freely speaks Spanish in random moments with us and often tries to teach us new words. His reading (in English), writing, and number sense have all improved noticeably. We have no concerns that he has fallen behind in curriculum for the sake of learning Spanish.

I would also like to mention that there are two aspects of this experience that have been huge, unforeseen benefits. The first aspect, which we were not expecting, is how well he has learned to understand Spanish. At first, we would ask him, "how do you say..." and he would just look at us like we were crazy. But when we have observed him being asked questions in Spanish, he responds correctly in Spanish. We were dumbfounded. The second unexpected benefit is the impressive quality of the teacher instruction. The classroom structure, management, lessons, communication, and support which Ms. Smith and Ms. Rossi have created has been unbelievable. Both teachers work tirelessly to provide high level instruction for these students. Any student would benefit from this type of learning environment and we are so appreciative of these teachers' skill and dedication.



Student Video





Parent Understandings

- _____ 1. I understand that these DLI Parent Understandings do not register my student for kindergarten. Kindergarten registration is a separate process. All students must be registered at the Almond C. Hill Educational Center located at 136 Almon C. Hill Dr (formerly named Elm Street), Cumming, GA 30040. The Registration Center is located around the back of the building.
- _____ 2. It is possible that every student registering for this program will not be accepted due to limited space. If more requests are received than space is available, a lottery will be held of all students whose requests forms were received by the registration deadline.
- _____ 3. A waiting list will be maintained. Waiting lists expire at the end of the kindergarten year.
- _____ 4. Schools reserve the option of cancelling the DLI program if there are insufficient numbers of applicants.



Parent Understandings

- _____ 5. I understand that my child will participate in DLI classes during their **K-5** elementary experience in their current school. I commit that my child will attend the DLI program throughout grades **K-5**.
- _____ 6. The program is completely voluntary. DLI is only one of many quality educational opportunities available to your student in FCS.
- _____ 7. There is no additional cost to parents for this program.
- _____ 8. I understand that attendance and punctuality are of key importance when learning a second language. I commit to having my child attend school regularly and on time.



Parent Understandings

- _____ 9. I will give positive reinforcement, encouragement, and support to my child and DLI teachers. I understand it is not unusual for children to experience fatigue, tears, and / or frustrations while learning an additional language. Knowing this, I will not request removal from the program for these reasons. I will encourage my child to persevere while learning a new language.
- _____ 10. I understand that my child's classroom includes students of all academic levels and/or language proficiency levels. If my child is not achieving at either expected level, I will work with teachers and administrators to address concerns. However, a request to enter the formal process for withdrawal from the DLI program will be addressed only after the student has received support and help that would be offered any child experiencing difficulties. The formal process for withdrawal from the DLI program for enrolled students is handled on an individual, case-by-case basis.
- _____ 11. I understand that the core instruction in math and science is provided in Spanish. I understand that my child will also be taught Spanish literacy skills (i.e. reading and writing).
- _____ 12. I understand that my child will receive daily reading, writing, and social studies instruction in English. Additionally, my child will receive content area support in English in math and science.



Parent Understandings

- _____ 13. I will reinforce the language learning process at home by reading with my child for a minimum of 20 minutes daily in my native language and providing opportunities to reinforce the English and Spanish language goals of the program.
- _____ 14. I will attend scheduled school activities and meetings such as parent-teacher conferences, parent workshops, Open House, and related events during the school year in order to learn more about the DLI program and support my child's success.
- _____ 15. Due to the uniqueness of this program, the media or visiting professionals may request photos or videos of the teachers and students in the classroom setting. For that reason, I grant permission for my child to be photographed, interviewed, and / or videotaped for the purpose of enhancing the DLI program.
- _____ 16. DLI is a very challenging program. A child who has good listening and comprehension skills, is flexible and able to handle transitions is a good candidate for the DLI program. A child who is easily frustrated or has a hard time staying focused may have difficulty with the demands of DLI.



Parent Understandings

- _____ 17. The rate at which students acquire and use a new language may vary. It may take many months (and, in some cases, years) before a student will feel comfortable speaking his or her new language freely. Your student's teacher will be able to provide you with updates on your student's progress as well as guiding questions to help your child use the new language at home.
- _____ 18. If parents decide not to participate in the DLI program after enrolling, but before the start of the school year, it is their responsibility to contact the school as soon as possible so that other students on the waiting list may be notified.
- _____ 19. Schools reserve the right to withdraw a student from the DLI program.



Lottery

- FCS must receive DLI program commitment forms by May 15. If applications exceed total available slots, FCS is required to conduct a lottery process. The FCS DLI program has a priority admission process. Listed below are student groups in the order of priority:
- Lottery 1 (Spanish dominant & Spanish-speaking students):
 - Students who have a home language of Spanish and are identified for ESOL.
 - Students who have a home language of Spanish and are not identified for ESOL.
 - Students who are from a Spanish immersion or dual language immersion program from the prior school year. This includes those who transfer from other DLI program schools. Kindergarten applicants who attended a Spanish immersion or dual language immersion pre-k program in the prior year are in this category.
- Lottery 2 (English dominant students):
 - Students with English only or English and a language other than Spanish AND no prior year of immersion or DLI program participation. (These students may only be added to the DLI programs for grades K and 1st).



Questions





Contact Information

Michaela Claus-Nix

Dual Language Immersion

Mclaus-nix@forsyth.k12.ga.us

Forsyth Board of Education

1120 Dahlonega Highway

Cumming, GA 30040