

Georgia's Dual Language Immersion Model

Michaela Claus-Nix

Program Specialist for World Languages and
Workforce Initiatives

Title Programs Conference
June, 2016



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

Agenda

- Benefits of DLI
- The Georgia Model
- Language Proficiency
- DLI Key Features
- Challenges

Georgia Department of Education



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
[gadoe.org](http://ga.gov/gadoe.org)

Benefits of DLI



- **Second Language Skills:** DLI students achieve higher proficiency in the second language than with traditional Foreign Language instruction.
- **Cognitive Skills:** DLI students typically develop greater cognitive flexibility, demonstrating increased attention and memory, superior problem-solving skills as well as an enhanced understanding of their primary language.
- **Performance on Standardized Tests:** DLI students perform as well as or better than English-only students on standardized tests in English, including students from a range of socioeconomic and ethnic backgrounds, as well as with diverse cognitive and linguistic abilities.
- **Intercultural Competency:** DLI students are more aware of and generally show more positive attitudes towards other cultures and an appreciation of other people.
- **Long-Term Benefits:** DLI students are better prepared for the global community and job markets in the 21st century.
- **Higher Attendance-Rates and Fewer Drop-Outs:** Students from DLI programs have higher attendance rates and lower drop-out rates compared to regular programs.

DLI Program Goals

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





Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

37 DLI Public School Programs in Georgia

- Atlanta Public Schools
- Bolton Academy ES-Spanish (K)
- E Rivers ES-Spanish (K-1)
- Garden Hills ES-Spanish (K-1)
- Morris Brandon ES-Spanish (K)
- Perkerson ES-Spanish (K-3)
- Sarah Smith ES - Spanish (K)
- Clarke County:
- Oglethorpe Avenue ES-Spanish (PK-K)
- Clayton County
- Unidos Magnet School-Spanish (PK-8)
- Cobb County
- Clarkdale ES-Spanish (K)
- Dowell ES-Spanish (K)
- Fair Oaks ES-Spanish (K)
- Hollydale ES-Spanish (K)
- Mableton ES-Spanish (K)
- Nickajack ES-Spanish (K)
- Norton Park ES-Spanish (K)
- Riverside Primary-Spanish (K-1)
- Russell ES-Spanish (K)
- Smyrna ES-Spanish (K-1)
- Dalton Public Schools
- Brookwood ES-German (K)
- DeKalb County
- Ashford Park ES-German (K-3)
- Evansdale ES-French (K-3)
- Globe Academy Charter School-Chinese, French, Spanish (K-4)
- Rockbridge ES-French (K-3)
- Douglas County
- Beulah ES-Spanish (K-5)
- Fulton County:
- International Charter School of Atlanta-Chinese, French, German, Spanish (K-5)
- Oakley ES-Chinese (K-1)
- Gwinnett County
- Annistown ES-Spanish (K-2)
- Baldwin ES-Spanish (K)
- Bethesda ES-Spanish (K-2)
- Camp Creek ES-Spanish (K)
- Ivy Creek ES-Spanish (K)
- Trip ES-French (K-2)
- Hall County
- McEver Arts Academy Charter School-Spanish (PK -3)
- White Sulphur Elementary – Spanish (PK – K)
- World Languages Academy Charter School-Spanish (PK-8)
- Henry County
- Dutchtown ES-Chinese (K-3)
- Rockdale County:
- C.J. Hicks ES-Spanish (K)



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga.gov
ga DOE.org

DLI as an ESOL Delivery Model

Rule 160-4-5-.02 (effective August 6, 2015)

- (vi) A dual language immersion model – students participating in a dual language immersion program receive their supplemental English language support from the teacher providing instruction during the English portion of the academic day.
 - For OCR purposes, document the amount of targeted ESOL support that the ELs will receive – based on their language skill level - along with the specific strategies used by the content teacher to address the ELs' language needs (such as increased use of visual aids, repetition, and frequent reviews to reinforce key concepts).

World Languages in Elementary School



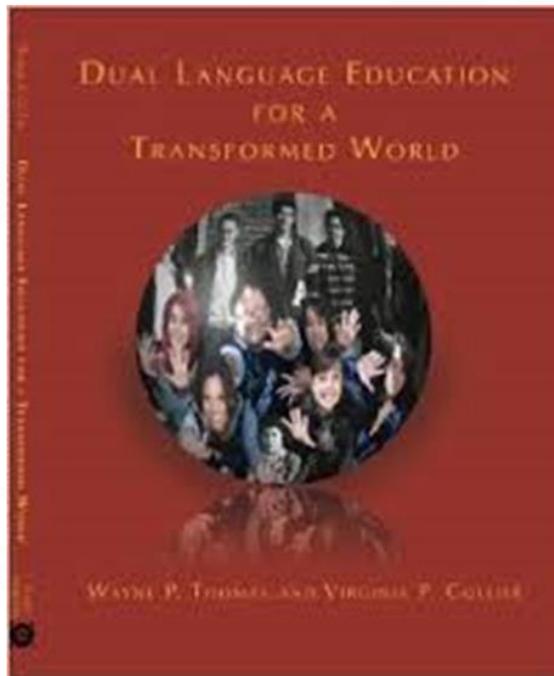
Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga.gov
ga DOE.org



- FLEX (Foreign Language Exploratory)
- FLES (Foreign Language in the Elementary School)
- DLI (Dual Language Immersion)

Georgia Department of Education

Research on DLI



Thomas, W. & Collier, V.
(2012). Dual Language
Education for a
Transformed World.

Figure 5: 2009 Reading Achievement of Students In Dual Language Programs Compared To Students Not In Dual Language Programs



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

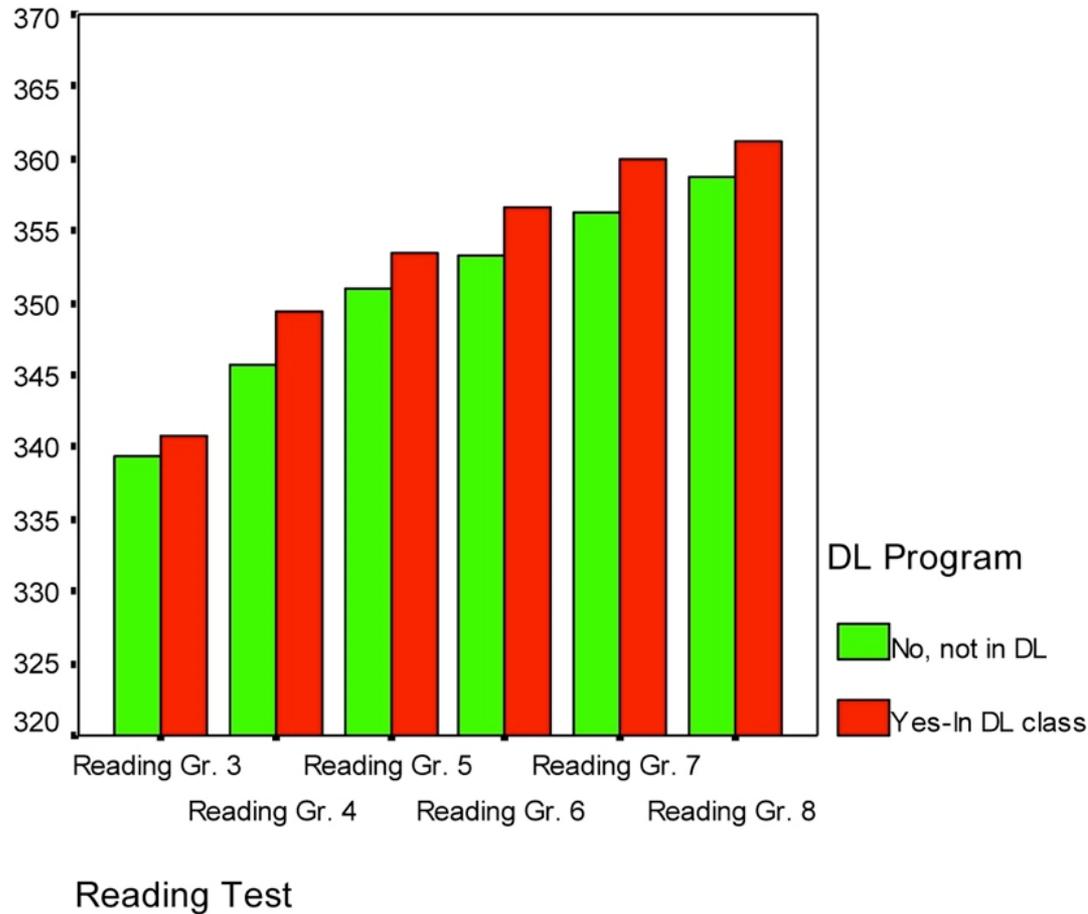


Figure 7: 2009 EOG Reading Achievement of Current LEP Students In Dual Language Programs Compared to Current LEP Students Not In Dual Language Programs By Grade

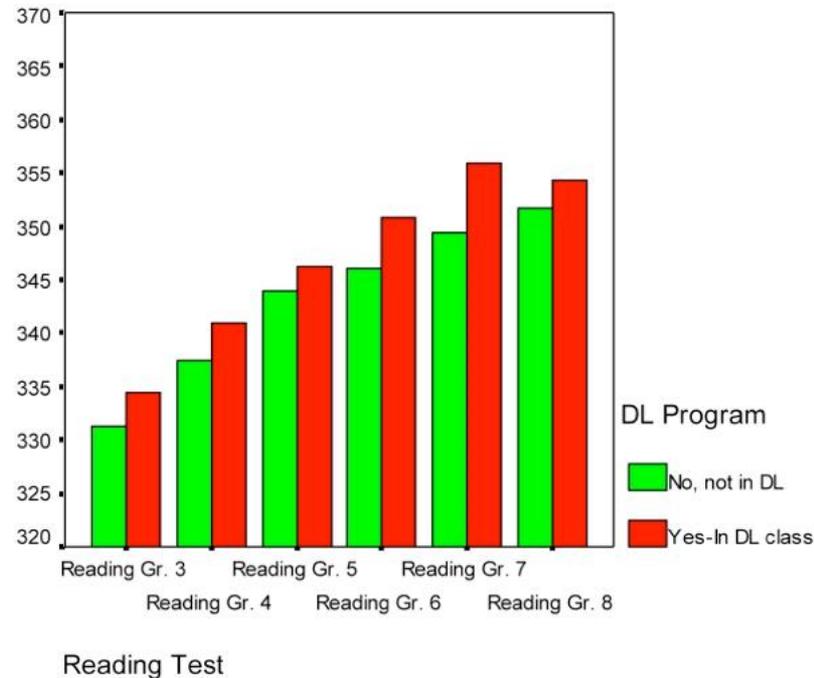
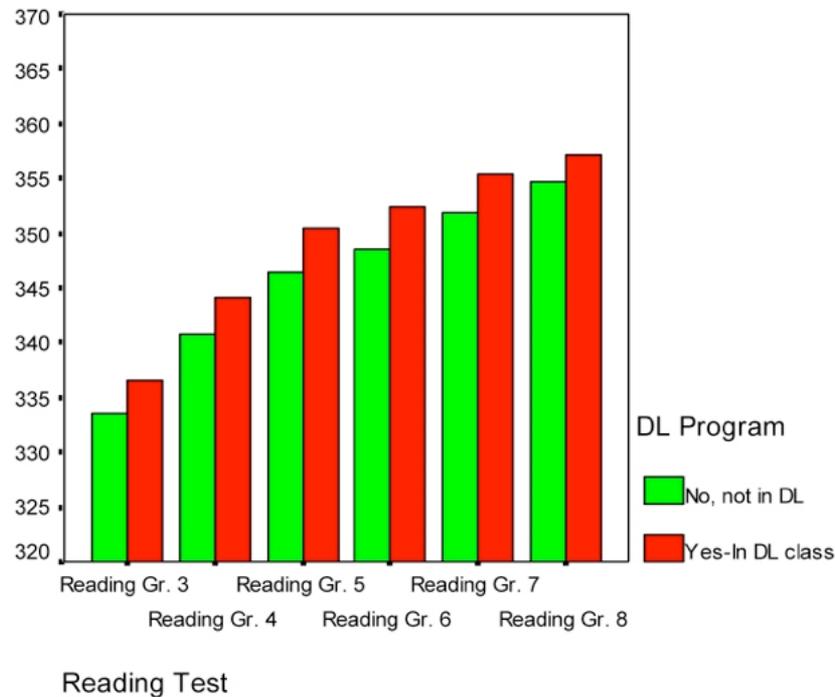


Figure 19: 2009 EOG Reading Achievement of Low-SES Students In DL Programs Compared to Low-SES Students Not In DL Programs By Grade



Enhanced Cognitive Skills



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga.gov
gaedoe.org

Due to the demands of processing two languages, dual immersion students typically:

- Develop greater cognitive flexibility;
- Demonstrate increased attention control, better memory, and superior problem solving skills; and
- Experience enhanced understanding of their primary language.



Georgia Department

Improved Academic Performance



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org



Immersion students perform as well as or better than non-immersion students on standardized tests of language arts and mathematics, even when these tests are administered in English.

Georgia Department of Education

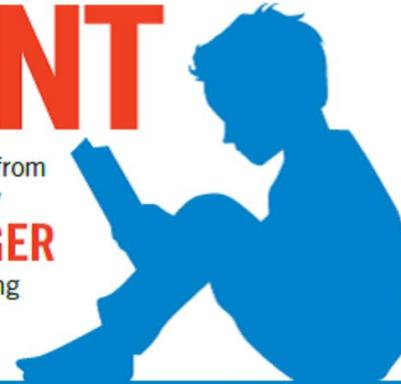
Closing or Narrowing of the Achievement Gap



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

THE ACHIEVEMENT GAP

The achievement gap between children from high- and low-income families is roughly **30 TO 40 PERCENT LARGER** among children born in 2001 than among those born twenty-five years earlier.¹



"...EDUCATION IS A WAY OUT OF POVERTY — BUT POVERTY IS ALSO A HINDRANCE TO EDUCATION."²

Partially as a result of the cognitive demands placed on students who learn content in two different languages, no other intervention model holds greater promise to narrow the achievement gap more effectively between high and low performing populations than language immersion.



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

Higher Second Language Proficiency

Biliteracy

*Georgia's Seal of
Biliteracy as of 2016-
2017*



Georgia Department of Education

Enhanced Global Citizenship

Georgia's International Skills Diploma Seals

2015-2016:

63 approved schools

557 students earned
the seal



Immersion students are better prepared to collaborate and communicate across linguistic and political boundaries to solve problems as a result of the demands of their learning environments, and they evidence more positive attitudes toward other peoples and other cultures.

The Georgia Model



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga.gov
ga DOE.org

- 50/50
- each child =
1 immersion language
teacher + 1 English partner
teacher
- separation of languages





Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga.doe.org

- Some charter schools:
 - majority of the day is taught in the target language in Pre K-2nd Grade
 - in Grades 3-5, 50% in English, 50% in the target language
- Non-charter schools use the 50/50 model in all grades.
- student starts the day in either the target language or English
- stays with this teacher for a major block of time (2+ hours)
- “specials” are taught in English
- recess, lunch and specials will be integration times with non-immersion students

50/50 Model = 2 Teacher Model



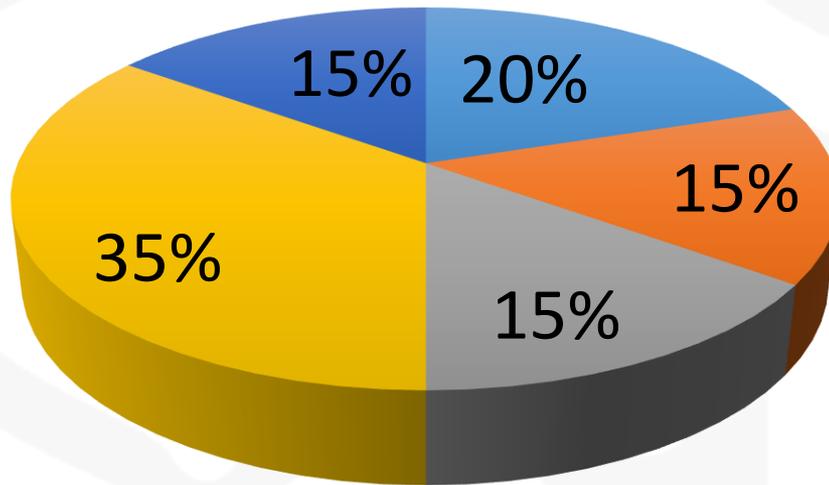
Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

- Target Language-Math, Science, Social Studies, and target language literacy in the target language (target language teacher)
- English-ELA (English Language Arts), vocab reinforcement from the other content areas, & Specials (Music, Art, PE) (English partner teacher)
- All content area testing is done in English
- Teachers must be certified in Early Childhood and must score at least at the Advanced Low level on the ACTFL OPI & WPT or pass the target language GACE



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

Dual Language Immersion Instructional Time: Grades K-3



■ Math in Target Language (20%)

■ Content Areas in Target Language (15%)

■ Target Language Literacy (15%)

■ English L.A. (35%)

Parental Support

- Understand what immersion is and what its goals are
- Commit to the long-term
- Don't second-guess your commitment
- Don't project any of your own anxieties on to your children



- Full conversational partner
- Speaks with confidence
- Can narrate and describe in all time frames
- Can handle a situation with a complication

ADVANCED

- Lists words/phrases
- Attempts at conversation
- Memorized chunks
- Telegraphic language
- Limited topic areas

NOVICE



- Creates, functions with language
- Can ask and answer questions
- Handles simple situations

INTERMEDIATE

SUPERIOR

Interpreter, Accountant
Executive, Lawyer, Judge,
Financial Advisor

ADVANCED

Professor of foreign languages

Doctor/Sales representative/
Social worker

Customer service
representative/
Police officer/School teacher

Superior

Advanced

Intermediate

Novice

INTERMEDIATE

Aviation
personnel,
telephone
operator,
receptionist
Cashier
Tour guide

NOVICE



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

Georgia Proficiency Targets

FRENCH, PORTUGUESE and SPANISH

<i>Grade Level</i>	<i>Listening</i>	<i>Speaking</i>	<i>Reading</i>	<i>Writing</i>
1	Novice-High	Novice-Mid	N/A	Novice-Mid
2	Intermediate-Low	Novice-High	N/A	Novice-High
3	Intermediate-Mid	Novice-High	N/A	Novice-High
4	Intermediate-High	Intermediate-Low	Intermediate-Mid	Intermediate-Low
5	Intermediate-High	Intermediate-Low	Intermediate-High	Intermediate-Low
6	Advanced-Low	Intermediate-Mid	Advanced-Low	Intermediate-Mid

CHINESE

<i>Grade Level</i>	<i>Listening</i>	<i>Speaking</i>	<i>Reading</i>	<i>Writing</i>
1	Novice-High	Novice-Mid	N/A	N/A
2	Intermediate-Low	Novice-High	N/A	N/A
3	Intermediate-Mid	Novice-High	N/A	N/A
4	Intermediate-High	Intermediate-Low	Intermediate-Low	Novice-High
5	Intermediate-High	Intermediate-Low	Intermediate-Mid	Intermediate-Low
6	Advanced-Low	Intermediate-Mid	Intermediate-High	Intermediate-Low

Teachers



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

- Highly qualified for grade level(s) taught
- Native or near-native oral and written proficiency in the language of instruction (academic and social language)
- Skilled in sheltering academic content
- Sufficient proficiency to interact with parents and school staffs in the 'other' language
- Models of intercultural competence

Georgia Department of Education



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga.gov
ga DOE.org

Instructional Features

- SEPARATION OF LANGUAGES; Use of target language by teachers and students
- Teachers are content AND language teachers
- 'Sheltered' instructional strategies
- Interaction of language, literacy, and academics
- Frequent, regular opportunities for extended student discourse and interaction

Sample Schedule



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

Green Group

- 8:50-9:00 Morning Procedures in Spanish Room
- 9:00-9:30 Calendar in Spanish
- 9:30-10:15 Specials (P.E., Art, etc.)
- 10:15-11:00 Spanish Language Arts
- 11:00-12:25 Math, Social Studies, Science in Spanish
- 12:25-1:00 Lunch
- 1:00-2:00 English Language Arts
- 2:00-2:25 Recess
- 2:25-3:15 English Language Arts
- 3:15-3:25 Switch groups/clean/go home

Red Group

- 8:50-9:00 Morning Procedures in English Room
- 9:00-9:30 Calendar in English
- 9:30-10:15 Specials (P.E., Art, etc.)
- 10:15-12:25 English Language Arts
- 12:25-1:00 Lunch
- 1:00-2:00 Spanish Language Arts
- 2:00-2:25 Recess
- 2:25-3:15 Math, Social Studies, Science in Spanish
- 3:15-3:25 Switch groups/clean/go home



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

Support from GaDOE

- Teacher recruitment
- Implementation guidance
- Professional development (GADII)
- Classroom visits and feedback for DLI teachers

Georgia Department of Education



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Contact Information

Michaela Claus-Nix

Program Specialist for World Languages & Workforce
Initiatives

Georgia Department of Education

mclausnix@doe.k12.ga.us



Georgia Department of Education