



# **Dual Language Immersion Program Master Plan**

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## CHAPTER 1: BACKGROUND AND APPROACH

The Pasadena Unified School District (PUSD) proudly serves the communities of Altadena, Pasadena and Sierra Madre. Our community has long been regarded as a global center of academic, civic and cultural achievement, and that standard drives our efforts to continuously improve the quality of education in our public schools. PUSD serves approximately 18,500 pre-K to 12th grade students in a 76-square mile area that includes the communities of Altadena, Pasadena, Sierra Madre, and unincorporated parts of L.A. County. The Pasadena area is home to renowned arts, culture, and scientific resources. Its culturally, economically, and socially diverse residents contribute to a vibrant community.

Student Demographics

African American	19.9%
Asian	3.2%
Hispanic	60.6%
White	13.7%
Other	5.6%

  

English Learners	20.6%
Free and Reduced Meals	68%
Special Education	11.7%

Pasadena Unified School District is located in the San Gabriel Valley, which has one of the highest proportions of Chinese Americans in the United States<sup>1</sup>. However, in 2008-09 PUSD did not offer its students any Asian languages. At the elementary and middle school levels, Spanish is the only offering during the regular school day at a handful of schools. At the high school level, PUSD offers Spanish and French. Advanced Placement (AP) classes are offered in Spanish language and literature and in French. In 2008, the Pasadena Educational Foundation (PEF) began offering Chinese language and culture classes during the summer and after school on a limited basis.

PUSD has experienced significant decline in student enrollment over the past ten years. At close to 30%, the Pasadena area has one of the highest percentages of school age children attending private schools in the nation. In a number of parent and community surveys seeking input into school choice, dual language immersion has been one of the most frequently requested programs. In 2008-09, over 200 parents and community members attended initial planning forums for the PUSD Dual Language Immersion Program (DLIP) which includes a Mandarin Chinese dual language and a Spanish dual language program.

### Program History

The District began the 2009-10 school year with one Mandarin kindergarten class and one small Mandarin first grade class at Burbank Elementary and two Spanish kindergarten classes and one first grade class at San Rafael Elementary. Each year, the program has grown. In 2012-13, there are three kindergarten classes, two first grade classes, one first/second combination class, one second grade class, one third grade class, and one third/fourth combination class at San Rafael. Additionally, the first Pre-School DLIP in Spanish launched this year. This program was started to provide a pool of students who are better prepared for the demands of a dual language classroom. Jackson Elementary started a Spanish dual language immersion strand with one kindergarten class during 2012-13. Due to declining enrollment, Burbank Elementary was closed in 2011-12. Field Elementary is currently the new site of the Mandarin Chinese strand. This strand has also grown and now there are three kindergarten classes, two first grade classes, one second grade class, and one third/fourth combination classroom.

### Research Base

The leading researchers in two-way immersion education are Dr. Kathryn Lindholm-Leary, Dr. Virginia Collier and Dr. Wayne Thomas. All three have conducted extensive longitudinal research on these programs and are responsible for informing the field about the effectiveness

of these programs on the development of both a partner language (i.e., Spanish, Chinese, Korean, Russian) and English language proficiencies in students engaged in a program.

The first two-way bilingual immersion (TWBI) programs in the U.S. began in the 1960s and were based on well-researched French-English immersion models in Canada. Since the mid-1980s, the number of TWBI programs in the United States has grown to over 500 programs. As of April 2012, there are over 300 programs in California alone.

PUSD's DLIP is based on sound theoretical and pedagogical foundations from research into successful dual immersion programs, target language acquisition and maintenance. It incorporates the five goals of the National Foreign Language Standards (NFLS), promoting sound world language instruction. In meeting the goals of Communication, Cultures, Connections, Comparisons, and Communities, students will not only know *what* and *how* to say it, but *why*, *when* and to *whom*.

#### Vision Statement

Pasadena Unified School District Dual Language Immersion Program students develop into bi-cognitive, reflective, culturally sensitive citizens. Their exceptional multilingual proficiency and expanded worldview prepare them to engage in a dynamic, competitive global society equipped with the skills necessary to be successful in the 21<sup>st</sup> century.

#### Mission Statement

The mission of the PUSD dual language immersion program is to provide a caring, engaging, challenging educational experience for every student in an additive bilingual immersion setting.

*Note: The DLIP vision and mission statements are intended to align with and support the PUSD vision and mission by providing a program that will provide access to project-based learning and 21<sup>st</sup> century learning tools.*

#### Program Goals

*Bilingualism and Bi-literacy* - Students develop a high level of thinking, listening, speaking, reading, writing proficiency in the English and the partner language.

*Academic Excellence* - Students strive for academic excellence in all subject areas, meeting or exceeding District and Common Core State Standards.

*Multicultural Understanding* - Students develop positive attitudes and appreciation toward world languages and cultures in our global society, promoting their involvement in world issues.

## CHAPTER 2: PROGRAM DESIGN

The DLIP is designed as a PUSD signature program to maximize the benefits of second language learning for student participants, based on the premise that the earlier a child is introduced to a language, the greater the likelihood that the child will become fully proficient.

A significant body of research has established many benefits for learning a second language. These benefits are cognitive, academic, economic, and social in nature. Additionally, learning other languages encourages students to participate actively in an increasingly interdependent world and an international job market by offering students the opportunity to develop multilingual proficiencies. Students will be identified as English Speakers or [Mandarin or Spanish] Speakers, calling on the students' linguistic strength.

PUSD DLIP accommodates students from diverse language groups and socio-cultural backgrounds. Students are taught the same Common Core State Standards as other students in the District, but DLIP students receive their instruction in English and the partner language (Spanish or Mandarin Chinese). A variety of multicultural lessons, performances, and celebrations, many of them conducted in the target language, enrich the students' learning experiences.

### Serving All Students

Research suggests that students of all ability levels and backgrounds can benefit from the study of world languages (Marcos and Kreeft Peyton, 2000). The Mandarin and Spanish Dual Language Immersion Programs are designed to serve all students.

### Benefits for All Students

All students benefit from dual language immersion programs. The "additive bilingual" immersion setting allows all students to learn two languages simultaneously without losing one to learn another (Howard, Sugarman, Perdomo and Adger, 2005). In addition, second language course content naturally explores social studies, math, science, and the arts, facilitating interdisciplinary perspectives and cross-cultural understanding (ACTFL, 2006) and second-language learning enhances comprehension of language structures in the native language. Second language learners apply these reading and language analysis skills to their native language for both English-dominant and partner language-dominant students (Thomas and Collier, 2002).

Proficiency in other languages enables learners to gain direct access to additional sources of knowledge, as well as understanding about the similarities and differences between the structures of the languages they know (ACTFL, 2006). The mental discipline of learning a second-language system increases intellectual flexibility and translates into higher achievement in all subject areas. The longer the exposure to the second language, the more significant the cognitive advantages to the student (Genesee and Lindholm-Leary, 2009). Knowledge of more than one language enables people to communicate in a variety of cultures and settings. A heightened level of multicultural awareness and communication skills fosters intergroup contact and appreciation (Cummins, 1986 and Adger, 2005).

### Gifted and Talented Education (GATE)

DLIP students will participate in the District-wide GATE identification process in the same manner as students enrolled in the traditional K-12 program. Many GATE identified students would benefit from attending the Dual Language Immersion Program in either language strand offered. While learning a second language is in itself enough of a challenge for many, some of these students require special types of differentiation to thrive. Current data show that GATE identified immersion students perform as well or better than other GATE students outside the program and have the additional benefit of being bilingual (Lindholm-Leary, 2009).

Dual Language Immersion Program students that are identified as gifted and talented should be clustered by grade level. Gifted students need time to interact academically with their intellectual peers. At the secondary level, GATE students in the DLIP may be vertically

accelerated in math classes. Additionally, all GATE students will continue to be encouraged to take Honors, IB, and AP classes in addition to their DLIP classes.

### English Learners

PUSD recognizes that the Dual Language Immersion Program attracts a diverse group of families that value the opportunity to become proficient in more than one language. Many of our students are already proficient in their primary language and English and come to the program to begin learning a third language. It is important to remember that being dominant in the partner language does not make the student an English learner by default. Students will thus be tested twice, both in the partner language and to determine English fluency.

To determine English fluency, there is a process governed by California Education Code by which students are identified as English learners (ELs). At the time of enrollment, parents complete the Home Language Survey (HLS). All students whose Home Language Survey indicates a language other than "English Only" for one or more of the first three questions on the HLS must be assessed in English language skills within thirty calendar days of initial enrollment. A score indicating "less than fluent" based on the scale scores established by the state exam publisher identifies a student as an EL.

A key benefit to this group of students is their opportunity to learn English while maintaining and improving their use of the partner language in an academic or professional setting. In general, ELs that participate in the program are more likely to be successful in school than if they attend mainstream English classes (Lindholm-Leary, 2009). Research shows that ELs have a higher rate of success in immersion education versus English mainstream programs. This is because students have maximum access to the curriculum and the opportunity to develop literacy and academic skills in their native language and English (Genesee and Lindholm-Leary, 2009). Students, whose first language is not English, receive specific benefits from DLIP instruction. Research confirms that when these students learn in their primary language and English, they have greater academic success, a more positive self-concept and are more likely to remain in school and attend college as compared to ELs in mainstream English classes (Thomas and Collier, 2002). EL students in the DLIP are required to meet PUSD EL reclassification criteria in the same manner as all EL students in PUSD. Before the recent passing of Proposition 58, parents of EL students were required to sign the Parental Exception Waiver (every school year) acknowledging and consenting for their EL student to be enrolled in a DLIP program and not English Mainstream Instruction program. This waiver will no longer be required for the EL student to participate in the DLIP program; however, the student will continue to receive the state mandated integrated and designated English Language Development instruction period until s/he is reclassified, unless otherwise requested by the parent.

### Special Education

All PUSD students have an opportunity to enroll in DLIP. Students with special needs as identified through IDEA will receive services and accommodations as dictated by their Individualized Education Plan (IEP). Special considerations are addressed on a continual basis as part of the normal operation of the program. If concerns about progress or student achievement arise, parents, teachers, or administrators may request an IEP team meeting to discuss this further.

### Student Support Plan

As in all PUSD academic programs, if the academic achievement of the student indicates it is necessary, a Student Success Team (SST) meeting will be scheduled to develop a support plan. Any instructional changes that are recommended as a result of the SST, will be discussed and agreed upon with parents prior to implementation.

### Critical Program Features

The following program characteristics are research-based and critical to the successful implementation of Dual Language Immersion programs and to the development of bilingualism, biliteracy, academic success, and multicultural understanding (Lindholm, et al., 2002). Students need to start learning a second language early. There is a direct correlation between the age of the child and length of study of a second language and the attainable level of proficiency in that language (Hyltenstam, 1992). PUSD program administrators have considered both the research and the elements that are described below when designing this

PUSD Signature program.

1. Language separation – The program involves periods of instruction during which only one language is used; no translation or language mixing is done by classroom teachers (Baker, 2001). The program has a policy of *language separation*, which means staying in one language rather than mixing English and the partner language during a given period of instruction. Since Spanish or Mandarin proficiency is a learning objective for the program, teachers deliver certain content in Spanish or Mandarin, focusing not only on mastery of content but also on the acquisition of language, including vocabulary and language structure and functions. This is also referred to as Content Based Instruction (CBI). CBI is designed carefully to integrate language and content, to address second language-learner needs and to encourage the transfer of skills, strategies and knowledge across languages (Howard, Sugarman, Perdomo, and Adger, 2005). Research shows that separation of languages for instruction helps to promote communication skills and language development. The way that teachers separate their instruction is shown in the Instructional Minutes per Language of Instruction charts that follow.
2. Student integration – Social interaction between students from both linguistic groups provides optimal second language development; students must be integrated for the majority of the day (including non-instructional time) (Cummins, 2000; Baker, 2001). DLIP students must have adequate exposure to English and the partner language. In order for students to acquire the partner language, students need sufficient exposure to the language structures in formal and informal settings. The type of exposure is as important as the amount of exposure (Krashen, 1981).
3. Parent collaboration – Parents have a significant influence on a child’s academic and social performance (Wong-Fillmore, 1983; Cummins, 1986). The DLIP Advisory Team is composed of principals, teachers, and parents from each DLIP school. The specific charge of the DLIP Advisory Team is to provide input and feedback on the draft DLIP Master Plan. Once the Master Plan is submitted and approved by the Board of Education, the DLIP Advisory Team will be dissolved. Next, the DLIP Parent Advisory Counsel (PAC) will be formed for the purpose of giving input on the development of the program. More information about the opportunities for parent involvement and leadership are detailed in Chapter 7.
4. Length of participation – PUSD is committed to providing the Dual Language Immersion Program at both the Primary and Secondary levels. Becoming bilingual takes approximately seven years in an intensive learning environment. Continuous participation through at least the 6<sup>th</sup> grade is necessary for students to start exhibiting the cognitive, academic, and linguistic benefits of bilingualism (Cummins 1981; Swain, 1984). In order to reap the full linguistic and cognitive advantages of advanced language proficiency, districts should plan their program to continue into high school. Starting in early elementary (if continuously enrolled) can lead to intermediate, pre-advanced or advanced levels of proficiency by the end of high school. Research shows that the more advanced level of proficiency in a second language a student has, the higher his or her SAT and college placement scores will be (Cooper, Yanosky and Wisenbaker, 2008).
5. Balanced language representation – The program must have a balance of language minority and language majority students; interaction between the students facilitates high levels of second language proficiency (Lindholm-Leary, 2001). The goal is to keep the representation of two languages balanced at 50:50 with half of the students dominant in English and the other half of the students dominant in the partner language. Understanding that enrollment is fluid, the District has identified an acceptable range of language representation that will continue to serve the needs of the community with minimal negative effect on the instructional program (50:50 – 70:30 with up to 70% of the students dominant in English and 30% of the students dominant in the partner language).
6. Additive bilingual approach - All school staff must create additive bilingual approaches for all students and families. An additive bilingual environment means that students maintain and develop oral and written skills in their first language while they simultaneously acquire those skills in a second language.



## K-12 Program Articulation

	Mandarin DLIP	Spanish DLIP
Elementary Grades K-5	Field Elementary	Jackson Elementary Jefferson Elementary San Rafael Elementary
	90:10 Model <i>By 4<sup>th</sup> grade, students will receive equal amounts of instruction in English and Mandarin.</i>  - K-2 Mandarin literacy and math - K-2 English language arts 3-5 Mandarin language arts and content areas 3-5 English language arts and content areas	90:10 Model <i>By 4<sup>th</sup> grade, students will receive equal amounts of instruction in English and Spanish.</i>  - K-2 Spanish literacy and math - K-2 English language arts 3-5 Spanish language arts and content areas 3-5 English language arts and content areas
Middle School Grades 6-8	Sierra Madre Middle School Two or three classes taught in Mandarin  For 2016-17 6-8 <sup>th</sup> Grade - Cohorts 1-3 Mandarin Language Arts and Mandarin Arts and Culture (optional)  For 2016-17 K-5 <sup>th</sup> Grade Cohorts 4 and ongoing Mandarin Language Arts Mandarin Social Studies Mandarin Arts and Culture (optional)	Blair Middle School Two or three classes taught in Spanish  Spanish Language Arts and one or more of the following options: - Spanish Social Studies - Spanish Science
	Pasadena High School Possible Mandarin Course Sequence for DLIP Students  9 <sup>th</sup> Grade - Mandarin 3* 10 <sup>th</sup> Grade - AP Chinese Language and Culture* 11 <sup>th</sup> and 12 <sup>th</sup> Grade - College Mandarin Equivalent or Work Based Learning  <u>Available in 2018-19</u>  9 <sup>th</sup> Grade - AP Chinese Language and Culture* 10 <sup>th</sup> , 11 <sup>th</sup> , and 12 <sup>th</sup> Grade - College Mandarin Equivalent or Work Based Learning  *High School Graduation Requirement	Blair High School Possible Spanish Course Sequence for DLIP Students  9 <sup>th</sup> Grade - AP Spanish Language or Spanish Language Equivalent - Science (Biology) 10 <sup>th</sup> Grade - AP Spanish Literature or Spanish Language Equivalent - Social Studies (World History) 11 <sup>th</sup> Grade - US History, AP US History, or IB History of the Americas HL1** - IB Spanish HL1** or College Spanish Equivalent 12 <sup>th</sup> Grade - Economics & Government or IB History of the Americas HL2** - IB Spanish HL2** or College Spanish Equivalent  **Option is part of the IB program at Blair HS

Elementary Program

	Field	Jackson	San Rafael	Jefferson
Partner Language	Mandarin	Spanish	Spanish	Spanish
Serving grades	K-5	K-5	K-5	K-5
Will grow to K-5 in	2013-14	2017-18	2013-14	2021-2022

Eugene Field Elementary is located in East Pasadena at the base of the San Gabriel Mountains. Field Elementary houses the Mandarin DLIP. The school educates students in pre-kindergarten through fifth grade. There are roughly 500 students enrolled in kindergarten through fifth grade. More than 10 different languages are represented among our school population and roughly 5% of the students are enrolled in the English Learner Program. Additionally, more than 10% of the students in grades 3-5 have qualified for the Gifted and Talented Education Program.

San Rafael Elementary is home of the first Spanish DLIP and is nestled in the San Rafael Hills area of West Pasadena. San Rafael Elementary is surrounded by beautiful tree-lined streets in the distinctive community of San Rafael. The school serves about 400 students in kindergarten through fifth grade and prides itself on its ever-expanding Dual Language Immersion Program in Spanish. Additionally, San Rafael serves over 35 students in Pasadena Unified School District's Pre-School Dual Language Immersion Program in Spanish. The staff and families of San Rafael Elementary School are committed to learning together and celebrating the diversity of our student population. Through dedication and hard work, we enable all students to become happy, productive citizens by providing them with a curriculum that challenges and engages each student to reach individual academic excellence. In addition to the core curriculum, the school has created a number of partnerships to support visual and performing arts and literacy in exciting new ways.

Andrew Jackson Elementary is PUSD's second dual language immersion site for Spanish and dynamic STEM academy. Jackson is located in Altadena, serving students in the northwest area of the District. Jackson is able to boast of a vibrant and continuously developing science program enhanced by a science lab, a computer lab, an outdoor learning center, and a full-time science teacher. Capitalizing on the STEM academy, students in the DLIP will receive science instruction in both English and Spanish starting in kindergarten, enabling them to make connections between the languages and understand their linguistic commonalities. In a highly competitive world of innovation, math and science are crucial disciplines arming students with highly marketable skills. When enhanced with instruction in a foreign language, students will be well-equipped for success in the 21<sup>st</sup> century.

Thomas Jefferson Elementary initiated its Spanish dual language immersion program in 2016 with two inaugural kindergarten classes. Centrally located at the base of Pasadena's Bungalow Heaven historic district, Jefferson is a neighborhood school as well as a school of choice for many families, and will continue to develop its DLIP side by side with its mainstream educational program. Jefferson has partnered with the Pasadena Conservatory of Music since 2002, and all students pre-K through 5th grade receive high quality music instruction from PCM teachers weekly. Jefferson strives to create a strong sense of community across the DLIP and mainstream programs, with the arts and cultural appreciation as a unifying focus. In addition to the arts, all Jefferson students also receive foundational computer skills, and make use of technology in their daily learning environment.

The elementary program is designed to follow a 90:10 dual language model. This model is used by all three elementary schools. Instruction is primarily in one of the partner languages (Spanish or Mandarin), with the number of English lessons gradually increasing as students progress through the elementary grades. Students begin kindergarten with 90% of instruction in the partner language (Spanish or Mandarin) and 10% of instruction in English. Each year the amount of instructional time in the partner language decreases 10% until reaching 50% in both languages in fourth grade. As much as possible, the composition of classes will include approximately one-third to one-half partner language dominant speakers.

### Instructional Minutes per Language of Instruction

#### Spanish

	325 mins	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	10
K	Spanish 90% English 10%	ELA (33 mins)		SLA (158 mins)										Math / Science / Social Studies / Art / PE (134 mins)								
1	Spanish 80% English 20%	ELA (65 mins)			SLA (142 mins)								Math / Science / Social Studies / Art / PE (118 mins)									
2	Spanish 70% English 30%	ELA / Math / Science / Social Studies / Art / PE (98 mins)					SLA (126 mins)					Math / Science / Social Studies / Art / PE (101 mins)										
3	Spanish 60% English 40%	ELA / Math / Science / Social Studies / Art / PE (130 mins)						SLA (111 mins)					Math / Science / Social Studies / Art / PE (84 mins)									
4	Spanish 50% English 50%	ELA / Math / Science / Social Studies / Art / PE (162 mins)							SLA (95 mins)					Math / Science / Social Studies / Art / PE (68 mins)								
5	Spanish 50% English 50%	ELA / Math / Science / Social Studies / Art / PE (162 mins)							SLA (95 mins)					Math / Science / Social Studies / Art / PE (68 mins)								

#### Mandarin

	325 mins	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	10
K	Mandarin 90% English 10%	ELA (33 mins)		MLA (120 mins)										Science / Social Studies / Art / PE (112 mins)					Math (60 mins)			
1	Mandarin 80% English 20%	ELA (65 mins)			MLA (120 mins)								Science / Social Studies / Art / PE (80 mins)					Math (60 mins)				
2	Mandarin 70% English 30%	ELA (98 mins)					MLA (60 mins)					Science / Social Studies / PE (107 mins)					Math (60 mins)					
3	Mandarin 60% English 40%	ELA / Science / Social Studies / PE (130 mins)						MLA (45 mins)			Science / Social Studies (90 mins)					Math (60 mins)						
4	Mandarin 50% English 50%	ELA / Math / Science / Social Studies / Music (162 mins)							MLA (45 mins)					Science / Social Studies (58 mins)					Math (60 mins)			
5	Mandarin 50% English 50%	ELA / Math / Science / Social Studies / Music (162 mins)							MLA (45 mins)					Science / Social Studies (58 mins)					Math (60 mins)			

## Secondary Program

	Sierra Madre MS	Pasadena HS	Blair MS	Blair HS
Partner Language	Mandarin	Mandarin	Spanish	Spanish
Serving grades	6-8	9-12	6-8	9-12
Opening Year	Opens 2014-15	Opens 2017-18	Opens 2014-15	Opens 2017-18

### The Diploma Programme (Grades 11-12)

The rigor of the IB Diploma Programme prepares students for effective participation in a rapidly evolving and increasingly global society as they:

- develop physically, intellectually, emotionally and ethically
- acquire breadth and depth of knowledge and understanding, studying courses from six subject groups
- develop the skills and a positive attitude toward learning that will prepare them for higher education
- study at least two languages and increase understanding of cultures, including their own
- make connections across traditional academic disciplines and explore the nature of knowledge through the program's unique theory of knowledge course
- undertake in-depth research into an area of interest through the lens of one or more academic disciplines in the extended essay
- enhance their personal and interpersonal development through creativity, action and service

### World Language Requirements

Dual Language Immersion program students will be able to meet high school graduation requirements for study of a World Language by following the suggested course sequence. The high school graduation requirement is two years of study of the same language.

Generally, bilingual students are considered to have met the language other than English admission requirement for the University of California and California State University systems. There are a variety of ways DLIP students will be able to meet this admission through the participation in the recommended course sequence and/or other methods.

### Seal of Bilingualism

The PUSD Seal of Bilingualism and Pathway Awards are a statement to the community that bilingualism is important. It encourages students to pursue bilingualism, and communicates clearly that mastery of two or more languages is an important skill for participation in a 21<sup>st</sup> century diverse world and economy. It is a way to honor the skills DLIP students attain, and can be attractive to future employers and college admissions offices.

### The High School Seal of Bilingualism

The High School Seal of Bilingualism certifies attainment of a high level of proficiency in two or more languages. Students wishing to receive the Seal of Bilingualism must submit an application form and meet all existing PUSD criteria for this recognition. The criterion for the Seal of Bilingualism is determined by the California Department of Education.

### The Middle School Award (Granted at the End of 8<sup>th</sup> Grade)

The Middle school award will be presented to students for attainment of a specified level of bilingualism (the "Bilingualism Attainment Award").

### Middle School "Bilingualism Attainment Award"

This award is designed to set a standard for high level bilingualism attainment for students in the Dual Language Immersion Program. All students, English fluent and English Learners, would have to meet the following performance standards:

- District assessment of grade-level competency in the partner language

- Oral proficiency in a language other than English (e.g., for a Spanish dominant speaker, LAS at a level 6/8 or equivalent)
- California Standards Test – English Language Arts portion at a “Proficient” level or above
- Average grades of B or higher in English classes and in World Language or Native Speakers courses
- A personal response essay to having attended one cultural event from the second language/culture they are studying and how it was important to multilingualism (to be completed in the Spanish or Mandarin Language arts course).
- In addition, English learners must meet the PUSD criteria for reclassification as RFEP.

#### Elementary School Awards (Granted at the End of 5<sup>th</sup> Grade)

##### 1. Elementary School “Biliteracy Award”

This award is designed to measure attainment of age-appropriate biliteracy for students who have been in the Dual Language Immersion Program. Criteria include:

- California Standards Test – English Language Arts at the “Proficient” level or above in fifth grade
- Demonstration of proficiency in a language other than English (e.g., Standards Test in Spanish at the “Proficient” level or above in fifth grade, attainment of a level 4 or higher on the Spanish LAS

##### 2. Elementary School Portfolio Requirement

In addition to the requirements outlined above, both the BSPA and the Biliteracy Award are based upon a portfolio system. Students need to complete four out of six criteria for the portfolio. These include:

- Completion of 20 hours of community service using primary language skills in service to the school or community, and demonstrating the ability to use translation in social situations
- A written paper in two languages (translation) with a rubric score of 4 or above at the 5<sup>th</sup> grade level
- A written essay on why bilingualism is important – to them personally, to their community and to the world
- Oral presentation about five careers where bilingualism is important, and why and how bilingualism is a benefit in those careers
- For English learners, redesignation from English learner to RFEP status
- Reading logs signed by their teachers of ten books (at grade level) read independently in English and ten books (at grade level) read independently in a language other than English

#### Instructional Materials

Education Code 60000, refers to instructional materials that are to be adopted by the Board of Education. Given that the Common Core State Standards will henceforth guide instruction, DLIP materials will be predominantly the adopted materials in PUSD.

## CHAPTER 3: CURRICULUM AND INSTRUCTION

### Curriculum

In August 20\_\_\_\_, the Board of Education adopted a revised curriculum aligned to the Common Core State Standards (CCSS), now known as the CA Standards. As the curriculum was being revised for the English mainstream instructional setting, specific DLIP Curriculum Committees from 2014-2016 worked on the customization of the Spanish and Mandarin curriculum.

These Curriculum Committees consist of teachers from all DLIP schools, creating alignment for skills to be addressed in Spanish Language Arts or Mandarin Language Arts based on the 90:10 language instruction model. The Committees have created the following documents thus far:

- *Priority CA Standards* - This document indicates the CA Standards for English Language Arts that have been prioritized for instruction. DLIP Curriculum Committee members designated the language of instruction for each of these Priority CA Standards. Additional standards specific to the target language were prioritized and also added to the document.
- *Scope & Sequence* - This document indicates the pacing and sequence of instruction for each grade level. It has been customized to include the language in which a skill will be taught.
- *Proficiency Level Targets* - This document utilizes the five domains of language acquisition outlined by ACTFL (American Council on the Teaching of Foreign Languages). Using "Can-Do Statements," the document describes what a student should be able to do at a particular language proficiency level. Additionally, language proficiency targets are indicated for each grade level (K-8).
- *Proficiency Reports* - This document is a communication tool to indicate a student's progress toward or mastery of the target language, in each of the five domains of language acquisition.

During the 2016-17 school year, this curriculum is being implemented by DLIP teachers districtwide, and feedback is being collected and considered for continued modification and improvement. There will be continued work around assessment and Unit Overviews.

### Instruction

With the newly customized curriculum, instruction is aligned directly to the learning outcomes designated in the above documents. Language of instruction is indicated on the relevant documents and additionally appear in the K-12 Articulation Plan and the Language of Instruction Chart (Chapter 2). Instructional practices are in alignment with current district initiatives, customized for the 90:10 DLIP model.

Additionally, the program reinforces responsive teaching. Responsive teaching is a way of thinking about teaching and learning and is grounded in the teachers' understanding of and connection with each student. The responsive teacher designs and manages a learning environment that encourages positive relationships and collaboration, fosters risk taking and independence, builds shared responsibility for learning, and celebrates successes.

### Best Practices

- Lessons include both content and language objectives, following the program's policy of **language separation**. Teachers stay in one language during a given lesson, rather than mixing English and target language. Lessons focus on student comprehension, competency and language proficiency, in addition to the development of meta-linguistic awareness and meta-cognitive skills.
- **Content-based language instruction** is implemented in ways that enrich the learning experience. Immersion instruction is carefully designed by integrating language and content (Math, Social Studies, Science, etc.), addressing second-language learner needs and encouraging the transfer of skills, strategies, and knowledge across languages. This curriculum integration addresses the Common Core State Standards and the five domains of the ACTFL World Readiness Standards (interpersonal communication, presentational speaking, presentational writing, interpretive listening, and interpretive reading).
- The DLIP supports a practice of **interdisciplinary instruction** to motivate students by mirroring the real world. Interdisciplinary instruction is a teaching strategy that combines curriculum and academic standards from more than one content area. This adds relevance and coherence across disciplines, and shows that reading, writing, speaking, listening, viewing, and

the use of numbers are enabling skills within thinking processes. Research shows that interdisciplinary, global education fosters intellectual curiosity, critical thinking, a love of learning, and multicultural understanding within an expanded worldview (Gulledge 2010).

- **Cooperative learning** structures are promoted to increase the amount of student discourse in the target language. Such interactions provide opportunities for meaningful language use during content instruction. This also supports the use of total physical response (TPR) and kinesthetic interaction with content, as well as the development of social skills.
- **Technology integration** is well-utilized in the DLIP classroom, with the use of tools to make English and the partner language more accessible. It is used to enrich the curriculum and access authentic Spanish and Mandarin-language resources. Technology is conducive to small group work and differentiation, promotes student engagement in challenging tasks, and supports learning both in and out of the classroom.

#### Curriculum and Instruction Monitoring, Assessment and Support

The Dual Language Immersion Program's success can be demonstrated by student progress towards meeting program goals. The DLIP teachers will use the California content standards and target language proficiency domains to define learning expectations and standards-aligned assessments to measure student growth, improve planning and teaching, and increase overall program effectiveness.

A cycle of on-going assessment, intentional planning, strategic implementation, and evidence-based reflection drives purposeful instruction, which leads to maximum individual growth toward high-level learning goals.

PUSD intends to include assessments that will appropriately measure progress toward both content mastery and target language acquisition. These assessments should include both summative and formative measures, and will be correlated to the language of instruction. Standardized tests, informal reading inventories (IRI), benchmark assessments, writing samples, oral language proficiency assessments and curriculum based assessments can make up the multiple measures used in the DLIP.

The following chart outlines the assessments that may be used in the program to measure academic progress in both languages, partner language development, and cross-cultural attitudes and proficiencies.

Program Goals	Standards	Assessments
Academic Achievement	California Standards in all content areas	CAASPP (administered in English) for 3rd -11th grade students; District Benchmark Assessments in core subjects; Curriculum-based assessments (i.e., end of unit tests, quizzes, and performance-based tasks)
Second Language Proficiency	ELD Standards  ACTFL World Readiness Standards	DLIP-wide common assessments tracking English and partner language development in listening, speaking, reading comprehension and writing (i.e., CA Assessment of English Language Proficiency)  AAPPL (ACTFL Assessment of Performance toward Proficiency in Languages) for Academic Language Growth in Spanish and Mandarin  Proficiency Reports based on the five domains of ACTFL World Readiness Standards
Cross-cultural Proficiencies	CA & ACTFL World Readiness Standards	To be determined

## CHAPTER 4: STAFFING AND PROFESSIONAL DEVELOPMENT

### Staffing

While the program is growing, hiring new staff is an ongoing need. Teachers hired to work in the DLIP classrooms must be appropriately authorized by the California Commission on Teacher Credentialing and have their Bilingual Certification. Prior to selection, all DLIP teacher candidates teach a lesson in the partner language as part of the evaluation process.

We are fortunate in that a local university offers credentialing programs for teachers seeking bilingual certification. Loyola Marymount University (LMU) has bilingual certification programs in Chinese and Spanish. PUSD and LMU have an articulated agreement that LMU will place teachers in our DLIP classrooms for student teaching, clinical practice, and employment. PUSD continually seeks to strengthen this partnership and seeks additional partnerships with other institutes of higher education.

### Professional Development

The DLIP teachers are provided common professional development to support district initiatives, such as educational technology upgrades, balanced literacy implementation, etc. These initiatives are expectations for all PUSD teachers. Additionally, customization for the DLIP setting is conducted both centrally and at the school site as available. Districtwide Professional Development Days currently occur twice a year, and DLIP sessions are provided. "A" Monday professional development occurs approximately twice a month and can be utilized for program and school-based needs as well.

Teachers and administrators new to DLIP should receive additional orientation training that covers the guiding principles of dual language immersion, and the cultural setting of teaching in Pasadena USD.

The DLIP Teachers on Special Assignment I are instrumental in fostering the professional growth of the DLIP teachers. They provide support via program development, unit planning, data analysis and job-embedded coaching. They receive ongoing training that is then expected to be shared with staff.

Professional development specific to the needs of the DLIP teachers and principals will be based on a needs assessment of all teachers and principals. The District is committed to providing opportunities for teachers and administrators to collaborate within a Professional Learning Community model and to network with other DLIP professionals. Based on available funding, a team of teachers and/or administrators will be sent to pertinent conferences, such as CAFE or Association of Two-Way Dual Language Education (ATDLE), formerly known as Two-Way CAFE Annual Conference. Staff continually seeks additional funding to support this initiative through grants, scholarships and other funding sources.



## CHAPTER 5: ENROLLMENT

### Eligibility

- All students residing in the Pasadena Unified School District attendance area may enroll in one of the DLIPs, regardless of language background through PUSD's Open Enrollment process.
- Students of varying abilities and needs contribute to the diversity of the community. Any student may enter the program in Kindergarten.
- Students who are enrolled in a Dual Language Immersion Pre-Kindergarten class at a school site other than their school of residence must obtain an Open Enrollment permit if they wish to be enrolled in a DLIP Kindergarten class upon reaching kindergarten age.
- Students may be considered for the program after Kindergarten. Provided they can demonstrate language skills and knowledge necessary to be successful in the program, students are placed appropriately into the program. The principal, or designee determines placement.

### Open Enrollment for PUSD Residents

- Priority Enrollment is offered to siblings of students currently enrolled at a DLIP school to attend the same school. Parents register and enroll siblings at the school site.
  - During Open Enrollment, online applications are accepted from all other PUSD families. Families should be sure to select the DLIP strand for the desired school.
  - Families are mailed the results of open enrollment.
- Registration takes place at the school. Please note that if registration is not completed by the last day, students will be dropped from the DLIP list.
- More information, including specific dates and deadlines, can be found at [www.openenrollment.info](http://www.openenrollment.info).

### Enrollment for non-PUSD Residents

- Families living outside of PUSD must request a release from their home district in order to attend a specialized program not offered in the home district. Some districts will not release students unless they are first accepted into our Dual Language Immersion Program.
- For those interested in the DLIP schools, there will be a period of one week during the PUSD Spring Break during which families can fill out an online application for the DLIP schools. Even if the home district has not released the student, parents should still complete the online application during this time.
- Inter-district Transfer Requests are officially accepted during the last month of the school year. Although PUSD requires that students be released from their home districts, interested families should still complete an application for the program even if they have not received the official release paperwork.
- Once the Inter-district Transfer is approved, parents will need to register at the DLIP school and submit a copy of the Inter-district Transfer approval to the home district.
- The Inter-district Transfer process must be followed annually for continued enrollment at the DLIP school.

### Late Entrance and Transfers

- From a non-DLIP school to a DLIP school in PUSD: Students enrolled in a traditional English mainstream program can be admitted to a DLIP school after Kindergarten following a demonstration of second language proficiency.
- From other Districts to a DLIP school in PUSD: When space is available, a main consideration for admission shall be an appropriate level of second-language proficiency. The school principal will determine whether students can be accepted as "late entrance" or "transfer" students after a DLIP classroom teacher assesses students.

### Continued Enrollment in the Program

- Once enrolled in the DLIP, students remain enrolled automatically unless dis-enrolled by the parents or the District.

- Disenrollment of a student will be done in consultation with parents and the principal and may involve other stakeholders.
- Families in the DLIP from outside of PUSD must annually renew their permits to attend the DLIP school.

**English Learner Primary Language Instruction Parent Waiver**

Proposition 227 requires that all public school instruction in the state of California be conducted in English. The Dual Language Immersion Program is taught in English and a partner language because research shows the vast array of academic, cognitive, and social emotional benefits of being bilingual and learning a second language at an early age. Annually, parents of English learners will be asked to sign a waiver in order to continue participation in the DLIP. These parents are asked to waive the right of their children to receive all instruction in English because the District believes their children will learn English faster and to a higher level of cognition through this alternative instructional setting.

## CHAPTER 6: OUTREACH AND RECRUITMENT

### Dual Language Immersion Program Marketing and Outreach Goals

The goals of the DLIP Marketing and Outreach Plan are as follows:

- To create a fully informed parent community and encourage parent participation at the DLIP schools.
- To help the District reach its recruitment and marketing goals and ensure that each incoming class of students is linguistically balanced with native Spanish-speaking, Bilingual, and English speaking students.
- To bridge the DLIP parent and student community with the Mainstream Traditional English program parent community by creating common experiences for all students at each of the DLIP schools.
- To create advocacy for the DLIP throughout the school community by forming a DLIP Parent Advisory Council.

### District Outreach, Recruitment & Marketing Plan

1. The District should create and maintain a program website page.
  - a. The website page should be completely bilingual.
  - b. The website page should include the following type of information:
    - i. Description of the Program - identifying the DLIP as a strand within the whole school that houses the program
    - ii. Historical perspective of the Program - identifying successes of the program and its students
    - iii. Information about the District's Seal of Biliteracy
    - iv. Videos and photographs depicting the *Day-In-The-Life* of the Program - what happens in the classroom
    - v. Links to immersion research
    - vi. Link to Open Enrollment website
    - vii. Enrollment Guidelines, Timelines and Deadlines
      - Identifying staff and teachers who can answer questions
      - Identifying parent volunteers who can answer questions
2. The District should publish the brochure that is developed at each DLIP school about the program.
3. The brochure should be available in English and each of the partner languages (Mandarin Chinese and Spanish).
4. The brochure should include the following type of information:
  - a. Description of the Program - identifying the DLIP as a strand within the whole school that houses the program
  - b. Historical perspective of the Program - identifying successes of the program and its students
  - c. High level statistics or research findings regarding the benefits of bilingual/bi-literate education and learning, *e.g.* Academic Excellence stats
  - d. Photographs depicting the *Day-In-The-Life* of the Program – what happens in the classroom
  - e. Brief interviews with or quotes from immersion parents, students and teachers regarding their experience with the Program
5. The brochure should be provided with all registration packets and should be made available at all school sites.
6. The brochure should be made available to stakeholders for outreach and recruitment purposes.
7. The District should create and develop a list of frequently asked questions about the Program. This Q&A should be posted on the website page and should be distributed in written form to District offices, schools and stakeholders to support further outreach and recruitment efforts.
8. The District should continuously identify and support marketing efforts within the Pasadena, Altadena, and Sierra Madre communities, including but not limited to:
  - a. Providing each District office and each elementary school office with a Dual Language

Immersion Program "Info Packet". The packet would include copies of the brochure and other printed program materials. The packet would identify stakeholders who can answer questions and would include a list of program events.

- b. Supporting outreach to local pre-schools, including Spanish-speaking and Mandarin-speaking preschools.
  - c. Supporting outreach to local parent organizations, such as Mothers' Clubs.
9. The District should develop clear and written criteria for students—especially partner language dominant students—to test into the program at all class levels (K-5). This information would be shared with families who transfer into the program or who may otherwise wish to enter the program once the school year has started.

#### School Site Outreach, Recruitment & Marketing Plan

1. Each school site should create and maintain a program website page that supplements the District's website.
  - a. The website page should be completely bilingual.
  - b. The website page should include the following type of information:
    - i. Description of the Program - identifying the DLIP as a strand within the whole school that houses the program
    - ii. Historical perspective of the Program - identifying successes of the program and its students
    - iii. Information about the District's Seal of Biliteracy
    - iv. Videos and photographs depicting the *Day-In-The-Life* of the Program - what happens in the classroom
    - v. Links to immersion research
    - vi. Links to *Speaking in Tongues*
  - vii. A list of upcoming events at the school, including School Tours, Coffee with the Principal Meetings, DLIP Parent Information Nights, Meet and Greet events, DLIP play dates, and clubs
2. Principals should coordinate with all District schools to identify possible candidates.
  - a. Coordinate dissemination of program information at enrollment time.
  - b. Coordinate and work with District on marketing efforts.
  - c. Develop and schedule parent information nights in both English and the partner languages.
  - d. Develop and schedule school tours.
  - e. Anticipate program's needs and develop most responsive and effective outreach and recruitment plan of action.
3. Principals to work with ELAC/DELAC groups to identify possible candidates for the Program. Parents to attend ELAC/DELAC meetings to describe DLIP and answer any questions.
4. Principals should continue to support on-going activities of immersion parents at DLIP schools by continuing to host and participate in info nights, parent outreach/meetings in the partner languages, and program-related activities.
5. The District should publish the brochure that is developed at each DLIP school about the program.

## CHAPTER 7: COMMUNITY AND PARENT INVOLVEMENT

The Dual Language Immersion Program values diversity, cultivates respect, and thrives on collaboration among students, staff, parents, and the community. The program facilitates ongoing communication and collaboration and encourages the involvement and support of all stakeholders.

### Sharing News and Information

- Principals' monthly newsletter
- Room Parents and email lists
- Class websites
- Weekly email update
- Connect Ed phone messages
- School websites

### Encouraging Hands-on Involvement

As in all PUSD programs, parents can contribute their time and talents to the program. They can do this by assisting with homework, volunteering at the school or at school events, or making financial donations. Parents help give the DLIP life by serving on committees and site councils, planning special cultural events, working on fundraising events, applying for grants, translating materials, chaperoning field trips and volunteering for specific classroom activities or teacher needs. Parents who volunteer in the classroom are expected to follow the language separation policy and use the appropriate language of instruction. Additionally, all volunteers must complete the PUSD volunteer screening process conducted through the PUSD Welcome Center.

Continued high levels of parent involvement are critical to the success of the DLIP in PUSD. As in all PUSD programs, DLIP principals create an environment that encourages the active involvement of parents and family members to help their children be successful in school. In fact, to a large degree, the current success of the program is a result of collaboration between parent volunteers and DLIP affiliated PUSD staff; i.e., recruitment efforts, marketing materials, and fundraising.

There are ongoing opportunities for parents from all linguistic and cultural backgrounds to participate in the ongoing development of the program. All parents can benefit from involvement with the program, as they learn how they can better assist in their child's and their own linguistic skills and gain new multicultural perspectives.

### Possible Opportunities for Involvement at the School Level

- Mandarin Parent Advisory Council (Field)
- Dual Immersion Advisory Council (San Rafael)
- DLIP Parent Advisory Council (Jackson)
- DLIP Outreach and Recruitment Committee
- Grant Writing Committee
- English Learner Advisory Council
- African American Parent Council
- GATE Parent Advisory
- School Site Council
- Parent Teacher Association
- Classroom Volunteer
- Individual school initiatives requiring parent volunteers

### Possible Opportunities for Involvement at the District Level

- Dual Language Immersion Program Advisory Team
- District DLIP Parent Advisory Council
- District English Learner Advisory Council
- District African American Parent Council

- GATE Leadership Team
- Community Advisory Committee
- District Advisory Council

#### Parent Information Night

An informational meeting for new and prospective parents will be offered in the fall of each school year. The purpose of the DLIP Parent Information Night is to give an overview of the Dual Language Immersion program offered in PUSD. Parents will learn the long-lasting cognitive, academic, and social-emotional benefits of early acquisition of a second language and participation in an additive bilingual setting. Parents of current families also attend to answer questions of prospective parents. Details about the DLIP Parent Information Night will be posted on the DLIP web page.

#### DLIP Advisory Team & DLIP Parent Advisory Council (PAC)

Collaborating together, central office administrators, DLIP school principals, teachers, and parents meet as the DLIP Advisory Team to create the DLIP Master Plan. The purpose of this group is to value the commitment families have made in support of this program. Once the plan is approved by the Board of Education, a new parent group will be formed for the purpose of guiding the implementation and development of the DLIP. Formation of Dual Language Immersion Program (DLIP) Parent Advisory Councils (PAC) will be conducted at each school site in the same manner as other district parent advisory groups. Participating parents should be representative of both English dominant families as well as partner language dominant families. Parents are encouraged to get involved at the site level where they can share concerns and successes at their school or to give input on the development of the program. Then, in turn, parent representatives from the site level DLIP PAC can take those concerns to the district DLIP PAC for discussion with district staff.

## CHAPTER 8: PROGRAM EVALUATION

### DLIP Evaluation and Reporting

Program participants, teachers, administrators will analyze and interpret relevant data to inform instruction, improve the program, share the significant findings and trends with the families and stakeholders and mobilize advocates. Results will be interpreted as outlined by the DLIP vision, mission, and goals and shall reflect progress of the students in both language proficiency as well as academic achievement in both languages.

In addition, DLIP leadership will communicate with parents, district administrators and the community important data about student performance, progress along pathways, and effectiveness of program as a whole. Parents will be able to access data on their individual child/children by attending parent education meetings, parent teacher conferences and reviewing their child's progress reports.

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## GLOSSARY

ACTFL Performance Guidelines for K-12 Learners: Performance standards that describe how well students demonstrate competencies addressing the national world language standards. They are organized according to the three modes of communication (Interpersonal, Interpretive, and Presentational) as described in the ACTFL Standards for Foreign Language Learning, for three learner performance ranges: Novice, Intermediate, and Pre-Advanced. A student's ability to communicate in the language is described in terms of *Comprehensibility*, *Comprehension*, *Language Control*, *Vocabulary Use*, *Communication Strategies*, and *Cultural Awareness*.

Additive Bilingualism: Additive bilingualism refers to the educational approach in which the first language continues to be developed and the first culture to be valued while the second language is added. This can be contrasted to *subtractive bilingualism*, in which the second language is added at the expense of the first language and culture, which diminish as a consequence (Cummins, 1994).

American Council on the Teaching of Foreign Languages (ACTFL): The only national organization dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction. ACTFL is an individual membership organization of more than 9,000 foreign language educators and administrators from elementary through graduate education, as well as government and industry. From the development of Proficiency Guidelines, to its leadership role in the creation of national standards, ACTFL focuses on issues that are critical to the growth of both the profession and the individual teacher.

Aprenda: Aprenda is a standardized test that can be administered to students in the DLIP as an annual measure of academic proficiency in Spanish. The current version of this assessment is the Aprenda 3, which helps schools measure the academic achievement of K-12 Spanish-speaking students.

California Seal of Bi-literacy: Assembly Bill 815 (Brownley, Chapter 618, and Statutes of 2011) was passed, signed by Governor Jerry Brown, and became effective January 1, 2012. This statute allows students to be recognized for reaching academic standards and proficiency levels in both English and other languages. The Seal of Bi-literacy is added to a student's HS Diploma after the student meets the proficiency standards laid out by each District and County. Colleges and universities recognize the Seal as exceeding the foreign language requirements for high school, in addition to, meeting the foreign language requisites for college and university level.

Content-Based Language Instruction: A goal of content-based instruction programs is the development of significant levels of language proficiency through experiential learning in subject-matter areas. Lessons reflect both content (subject-matter) and language objectives and are aligned to the standards. According to Swain and Lapkin (1989), there needs to be a carefully planned integration of language and content. Content-based instruction and assessment are aligned to standards and, therefore, also referred to as *criterion-referenced*.  
Relevance: A content-based assessment system focuses on content most recently taught, providing insight on the specific needs of particular students and what has been successfully taught. It is, thus, far superior to isolated diagnostic tools which focus solely on individuals and which might be *normed* rather than *criterion-referenced*, and therefore disconnected from a comprehensive, standards-aligned curriculum.

English Learner (EL): also known as English Language Learners (ELL) and Limited English Proficient (LEP). Used to identify a student who is not currently proficient in English and whose primary language is not English. This designation is determined by a state-approved assessment.

Fluent English Proficient (FEP): Students with a home language other than English, whose oral and written English skills approximate those of native English speakers.

Fluency: ACTFL defines fluency as: 1) quantity of speech or length of the learner's utterance

per response, 2) “flow” of the learner’s speech measured by pauses, and, 3) evidence of struggle with the language.

Formative and Summative Language Assessments Aligned to World Language Standards:

- Computerized Assessment of Proficiency (CAP): Pilot version of the Standards-based Measurement of Proficiency for students in grades 7-12, developed by the Center for Applied Second Language Studies (CASLS), at The Northeast National Foreign Language Resource Center, University of Oregon.
- LinguaFolio: Student-centered formative portfolio assessment based on the European Language Portfolio, designed to support individuals in setting and achieving their goals for learning languages as they move along the continuum towards greater proficiency.
- National Online Early Language Learning Assessment (NOELLA): Measures proficiency of young learners of Chinese, French, Japanese, Korean and Spanish, by the Center for Applied Second Language Studies (CASLS), at The Northeast National Foreign Language Resource Center, University of Oregon.
- Standards-based Measurement of Proficiency (STAMP): Web-based assessment developed by the Center for Applied Second Language Studies (CASLS) at the University of Oregon. It measures speaking, reading and writing skills and is available in Spanish, French, German, Japanese, Italian and Chinese. Proficiency benchmarks relate to the ACTFL Performance Guidelines at the novice and intermediate levels.

Initial Fluent English Proficient (IFEP): An incoming PUSD student who has a home language other than English and, upon enrollment, is deemed to have oral and written English skills that approximate those of native English speakers.

Interdisciplinary Instruction: Interdisciplinary instruction is a teaching strategy that combines curriculum and academic standards from more than one content area.

Language Dominant: The language that students use most is their dominant language. This language may be English, the partner language, or another language.

Native Speaker: Students are considered native speakers if their parents/family members use the non-English language at home at least 50% of the time.

Partner Language: Center for Applied Linguistics uses this term when referring to the language other than English taught in the DLIP.

Proficiency: It is the ability to communicate successfully in a language, using all four language skills: listening, speaking, reading, and writing. The American Council for the Teaching of Foreign Languages (ACTFL), based on the five levels originally defined by the US Foreign Service Institute (FSI), provides a detailed description of the communicative modes, communication functions, range of vocabulary, degree of accuracy and flexibility that learners of a language are able to control at different levels.

Redesignated Fluent English Proficient (RFEP): A student who has a home language other than English and, upon meeting PUSD reclassification criteria during the course of their instruction, is deemed to have oral and written English skills which approximate those of native English speakers.

Responsive Teaching: Responsive teaching is a way of thinking about teaching and learning. Responsive teaching in the differentiated classroom connects the learner and the content in meaningful, respectful and effective ways. It is grounded in the teacher's understanding of and connection with each student. A cycle of on-going assessment, intentional planning, strategic implementation, and evidence-based reflection drives purposeful instruction, which leads to maximum individual growth toward high-level learning goals. The responsive teacher designs and manages a learning environment that encourages positive relationships and collaboration, fosters risk taking and independence, builds shared responsibility for learning, and celebrates successes.

