



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 States¹. 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 21st 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 21st 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 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.

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 CELDT 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.

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 a K-12 sequence for the DLIP. Becoming bilingual takes approximately seven years in an intensive learning environment. Continuous participation through at least the 6th 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 San Rafael Elementary
	<p>90:10 Model <i>By 4th grade, students will receive equal amounts of instruction in English and Mandarin.</i></p> <ul style="list-style-type: none"> - 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 	<p>90:10 Model <i>By 4th grade, students will receive equal amounts of instruction in English and Spanish.</i></p> <ul style="list-style-type: none"> - 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	Blair Middle School
	<p>Two or three classes taught in Mandarin</p> <p>Mandarin Language Arts <u>and</u> one or more of the following options:</p> <ul style="list-style-type: none"> - Mandarin Social Studies - Mandarin Science - Mandarin Math <p>*If students are advanced in math, they may be scheduled into a mainstream math class in English instead of a DLIP class if there are not enough DLIP students to fill a class.</p>	<p>Two or three classes taught in Spanish</p> <p>Spanish Language Arts <u>and</u> one or more of the following options:</p> <ul style="list-style-type: none"> - Spanish Social Studies - Spanish Science - Spanish Math <p>*If students are advanced in math, they may be scheduled into a mainstream math class in English instead of a DLIP class if there are not enough DLIP students to fill a class.</p>
High School Grades 9-12	To Be Decided	To Be Decided
	<p>Possible Mandarin Course Sequence for DLIP Students</p> <p>9th Grade</p> <ul style="list-style-type: none"> - Mandarin Language Arts - Science*/Social Studies <p>10th Grade</p> <ul style="list-style-type: none"> - AP Mandarin* - Science*/Social Studies* <p>11th Grade</p> <ul style="list-style-type: none"> - Science/Social Studies* - Asian Art History <p>12th Grade</p> <ul style="list-style-type: none"> - Economics* - Economic Trends in Asian Countries <p>*High School Graduation Requirement</p>	<p>Possible Spanish Course Sequence for DLIP Students</p> <p>9th Grade</p> <ul style="list-style-type: none"> - Spanish for Spanish Speakers 3* - Science*/Social Studies <p>10th Grade</p> <ul style="list-style-type: none"> - AP Spanish Language/Literature* - Science*/Social Studies <p>11th Grade</p> <ul style="list-style-type: none"> - Science/Social Studies* - Latin American Art History <p>12th Grade</p> <ul style="list-style-type: none"> - Economics* - Economic Trends in Spanish-Speaking Countries <p>*High School Graduation Requirements</p>

Elementary Program

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

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 currently 514 students enrolled in kindergarten through fifth grade and 36 in the Early Childhood Program (pre-kindergarten). In 2012-13, the student body demographics include Hispanic: 42.62% and 57.38 Not Hispanic, African-American: 12%, White 14%, Asian: 20%, Indian/Alaskan: .36%, Hawaiian/Pacific Islander: .18%, Multiple: 10% and Refused to State: 2%. Approximately 45% of the students are enrolled in the free and reduced lunch program. Seven different languages are represented among our school population and 25% of the students are enrolled in the English Learner Program. Additionally, 5% 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 nearly 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 only 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 newest 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 21st century.

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	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	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	HS TBD	Blair MS	Blair HS
Partner Language	Mandarin	Mandarin	Spanish	Spanish
Serving grades	6-8	9-12	6-8	9-12
Opening Year	Opens 2015-16	Opens 2017-18	Opens 2015-16	Opens 2017-18

Electives in Middle School

At the time of the development of this Master Plan, it is known that elective offerings are especially limited at middle school campuses across the District. In order to maximize enrollment in the middle school DLIP, it will be critical to ensure that students will also have access to elective classes offered in English at the DLIP middle schools. The DLIP Coordinator will work with the DLIP middle school principals to think outside the box in order to give DLIP students access to electives and programs available on-site (e.g., zero “0” period or 7th period course offerings).

College and Career Pathways

The academic rigors of a dual language program adequately prepare students to participate in one of the College and Career Pathways. Developing advanced levels of proficiency in a second language will open career opportunities for DLIP students. High school principals will work to ensure that DLIP students also have access to the College and Career Pathways offered at the DLIP high schools. Each high school houses its own unique Pathway programs, so DLIP students will only have access to the Pathways offered at the DLIP high schools.

Themed high school academies that partner with local institutions and businesses to provide mentoring and workplace learning opportunities:

Blair High School	John Muir High School	Pasadena High School
<ul style="list-style-type: none">• Culinary Arts and Hospitality Pathway• Health Careers Pathway	<ul style="list-style-type: none">• Arts, Entertainment and Media Pathway• Business and Entrepreneurship Pathway• Engineering and Environmental Science Pathway	<ul style="list-style-type: none">• The App Academy: Mobile, Web and Game Development• Creative Arts, Media and Design Pathway• Law and Public Service Pathway

International Baccalaureate Programme

The IB Middle Years Programme (Grades 6-10)

The International Baccalaureate Programme is offered at Blair Middle and High Schools. The Middle Years Programme (MYP) is designed for students aged 11 to 16. It provides a framework of learning which encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and to the real world. It fosters the development of skills for communication, intercultural understanding and global engagement, qualities that are essential for life in the 21st century.

Critical attributes of the MYP include:

- addresses students’ intellectual, social, emotional and physical well-being
- enables students to understand and manage the complexities of our world, and provides them with the skills and attitudes they need in order to take responsible action for the future
- ensures breadth and depth of knowledge and understanding through the study of eight subject areas
- requires the study of at least two languages to support students in understanding their own culture and that of others

- provides the opportunity for students to undertake an independent project in an area of interest

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 Biliteracy

The PUSD Seal of Biliteracy and Pathway Awards are a statement to the community that biliteracy is important. It encourages students to pursue biliteracy, and communicates clearly that mastery of two or more languages is an important skill for participation in a 21st 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 Biliteracy

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

The Middle School Awards (Granted at the End of 8th Grade)

Middle school awards will be presented to students on the path to biliteracy (the "Pursuit of Bilingualism Award") or for attainment of a specified level of biliteracy (the "Biliteracy Attainment Award").

1. Middle School "Pursuit of Bilingualism Award"

This award is designed to reward engagement in pursuit of language skills in two or more languages, to affirm positive attitudes towards multilingualism, and to validate use of multiple languages for all students. Requirements may include:

- Participation in at least two years of a World Language class or Native Speakers class, with a grade of 2.0 or higher
- California Standards Test – English Language Arts portion at "Proficient" level or above
- Written essay on why knowing multiple languages is important
- Oral presentation about five careers where bilingualism is important, and why and how bilingualism is a benefit in those careers

- A personal response essay to having attended two cultural events from the second language/culture being studied

2. Middle School “Biliteracy Attainment Award”

This award is designed to set a standard for high level biliteracy 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
- Written essay on why knowing multiple languages is important
- Oral presentation about five careers where bilingualism is important, and why and how bilingualism is a benefit in those careers
- A personal response essay to having attended two cultural events from the second language/culture they are studying
- In addition, English learners must meet the PUSD criteria for reclassification as RFEP

Elementary School Awards (Granted at the End of 5th Grade)

1. Elementary Bilingual Service and Participation Award (BSPA)

The intent of the elementary school “Bilingual Service and Participation Awards” (BPSA) is to encourage students along the path of bilingualism, and to place value on the continued use of two languages for English learners who are NOT in the DLIP. The criteria is:

- Age appropriate oral/listening proficiency in home language (e.g., Spanish LAS at a level 4 or higher, or the Standards Test in Spanish at the proficient level (taken in 4th grade)
- Attainment of age-appropriate proficiency in English (CELDT Overall at “Proficient” or higher level for ELs; California Standards Test – English Language Arts at “Proficient” or higher level for English Only students)
- Active use of two languages
- Ability to write coherently and with purpose in both languages (based on a rubric)
- Positive attitudes towards bilingualism and understanding that bilingualism has benefits (demonstrated through an essay or oral presentation)

2. 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)

3. 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 5th 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

Beginning January 2014, a revised curriculum that is based on the Common Core State Standards (CCSS) will be implemented in classrooms district-wide. A team of teachers has been working in grade-level and content area teams to study the new CCSS and to develop curriculum maps and performance-based assessments that will align all curricula across the district. The advent of the new Common Core State Standards combined with the need to address 21st century learning skills has prompted Pasadena Unified School District to embrace the vehicle of project-based learning as the preferred teaching methodology to be used in all district schools and classrooms to make learning more rigorous and relevant to students' lives.

The Dual Language Immersion teachers will adhere to the same expectations and will base their lessons on the new CCSS curriculum units. The only difference will be the language of instruction used which will reflect the same language separation as seen in the K-12 Articulation Plan and the Language of Instruction Chart (Chapter 2). Project-based learning will be incorporated into the DLIP classrooms and mainstream classrooms alike at all schools in the district and lessons will promote cross-cultural understanding and appreciation.

The work of the Curriculum Review Workshop provides a common curriculum across sites and curricular areas. This common revised curriculum promotes teacher collaboration and creates a uniform expectation for teachers, across classrooms and school sites, to skillfully deliver specific instruction at a rate that will maximize the potential for learning. Teachers will spiral the curriculum to provide multiple exposures to content, in order to meet the needs of all students. Careful implementation of curriculum units and performance tasks will give learning opportunities for students and will foster creativity, collaboration, communication, and critical thinking. The rigor and relevance of the new curriculum will be the foundation on which the DLIP curriculum will be built. Learning to use a second language in both informal and formal registers helps students develop into bi-cognitive, 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 21st century.

Instruction

Teachers in successful research-based dual language programs have a common system of learning expectations and teaching strategies to articulate curriculum and instruction within and across grade levels. They use proven technological tools and instructional methodology to meet program goals and foster an equitable multilingual and multicultural learning environment. The PUSD dual language teachers and participants across all program sites will share a clear and consistent understanding of program curriculum, instructional practices, and content and objectives of the Common Core State standards, the new English Language Development standards and the World Language standards.

This common understanding, along with appropriate planning and collaboration, ensures consistency of curricula, language of instruction and implementation program goals. Furthermore, teachers and administrators are prepared to apply the program content knowledge and understanding confidently in the immersion classroom and to communicate the program components effectively to all stakeholders.

Best Practices

As in all PUSD programs, the DLIP provides opportunities to use the best practices of instruction. Teachers incorporate strategies that integrate language and content across disciplines and provide comprehensible and differentiated instruction as needed.

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 Spanish. Lessons focus on student comprehension, competency and language proficiency, in addition to the development of meta-linguistic awareness and meta-cognitive

skills. Language is integrated into content instruction (content-based language instruction) in ways that enrich the learning experience. Immersion instruction is carefully designed, integrating language and content (Math, Social Studies, Science, etc.), addressing second-language learner needs and encourage the transfer of skills, strategies and knowledge across languages. This curriculum integration will address the Common Core State Standards, content and World Language Standards (Communication, Comparisons, Communities, Cultures, and Connections). The Communication standard is organized into three modes: interpretive, interpersonal and presentational.

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).

Additionally, the program also implements and 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. 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.

Strategies include active learning, cooperative groups, project and task-based activities, and opportunities for meaningful language use during content instruction. Dual Language Immersion Program teachers differentiate instruction according to student needs, learning styles, and intellectual capabilities. They promote the development of students' academic skills, depth of understanding of content and language, and higher order thinking.

Tech Integration

Technology is integrated into 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 gain access to authentic Mandarin and Spanish 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 Common Core, partner language, content and proficiency standards to define learning expectations and standards-aligned assessments to measure student growth, improve planning and teaching, and increase overall program effectiveness.

PUSD's Accountability System will include assessments that will appropriately measure the success of the DLIP. These assessments will include both summative and formative measures and will measure the progress of students in both languages. Standardized tests, benchmark testing, writing samples, oral language proficiency assessments and curriculum based assessments will make up the multiple measures required for the DLIP. DLIP teachers will submit assessment data according to the District-wide Assessment Calendar so that students, teachers, families and the District can receive information about the progress of the DLIP students in the program. All data will be disaggregated by program for analysis and trend data will be collected to mark the progress of the students over the student's participation in the program.

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	Common Core Standards in all content areas	STAR Testing in English for both groups of students; Language Arts (LA) and Math Benchmark Assessments in both languages; LA and Math Writing Assessments in both languages; Curriculum-based assessments (i.e., end of unit tests, quizzes, and performance-based tasks)
Second Language Proficiency	ELD Standards ACTFL World Language Standards	DLIP-wide common assessments tracking English and partner language development in listening, speaking, reading comprehension and writing (i.e., CELDT, APRENDA, SOLOM, etc.) APRENDA for Spanish Academic Language Growth; SOLOM for oral language proficiency in Mandarin; Lingua-Folio Self-Assessment; NOELLA for progress in Spanish and Chinese; Standards-based Measure of Proficiency (STAMP)
Cross-cultural Proficiencies	CA & National World Language Standards	Cultural Attitudinal Surveys (Lindholm-Leary)

CHAPTER 4: STAFFING AND PROFESSIONAL DEVELOPMENT

Staffing

While the program is growing, hiring new staff is an annual 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 District has already begun preparing school administrators and teachers for the coming curriculum changes. In 2012-13, a series of scheduled professional development modules are being delivered across the district. The focus has been an introduction to the Common Core State Standards in English language arts and mathematics and an introduction to project based learning.

In 2013-14, six additional professional development dates have been selected to continue the roll-out plan for the revised curriculum. A library of common professional development modules will be available to school administrators and instructional leaders from which they can select the topics of most need in their schools. This will allow for an individualized approach to the varying levels of support needed during initial implementation of the new curriculum. Site leaders will be able to select from a variety of topics such as: differentiating for English learners and Gifted and Talented students, instructional shifts necessary for success in the Common Core State Standards, and others.

DLIP teachers are encouraged to attend GATE professional development sessions and to earn their GATE Certification. Through the GATE Certification process, teachers learn about the characteristics of gifted learners, instructional strategies for incorporating depth and complexity, theory, and application of the varied lesson designs that promote the application of higher order thinking skills.

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. A team of teachers and/or administrators will be sent to the pertinent conferences such as CAFE or Association of Two-Way Dual Language Education (ATDLE), formerly known as Two-Way CAFE, Annual Conference as funding becomes available. 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.

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: Apenda 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 Apenda 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.