

Dual Language Immersion

Kindergarten Connection

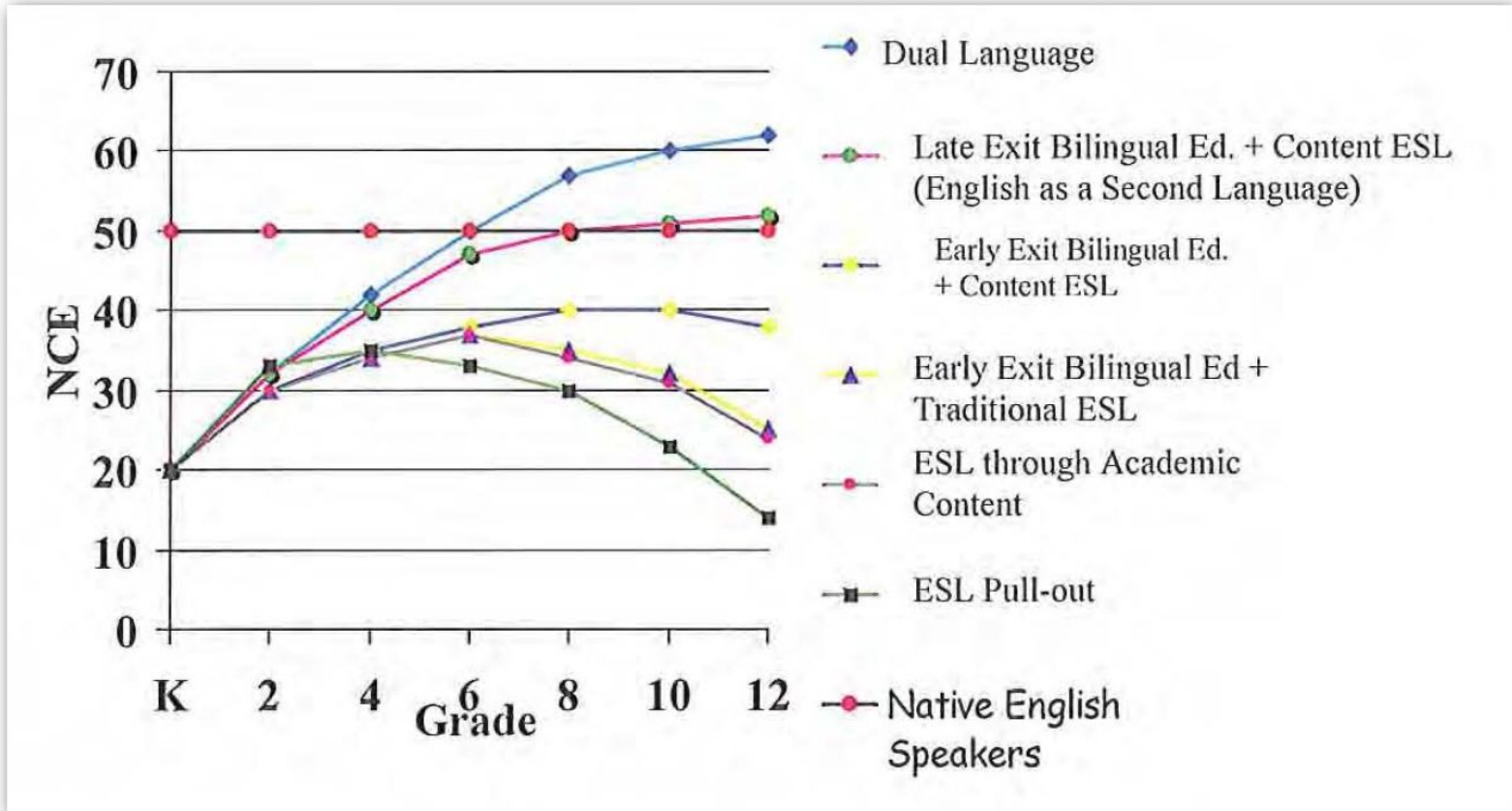
Department Goal

The goal of the Department of Dual Language (DL) is to support the district goal through multi-lingual programs. Closing the opportunity gap for historically underserved students is a priority. To this end, the department provides multiple pathways and entry points for students to become bilingual and biliterate. A variety of programs are offered to support the diversity of levels of proficiency in the partner languages. Programs for native speakers include native language literacy and dual language immersion. Programs for non-native speakers include world language and dual language immersion. By participating in these programs students may qualify for the Seal of Biliteracy.

Outcomes

- DLI provides academic and cognitive advantages for ALL students (including students with disabilities)
- DLI is the best instructional model for Emergent Bilinguals (EBs)
 - ELLS have a 14 point higher rate of exiting ESL by 6th grade if they are in a DLI program that matches their native language
- Academic proficiency in the first language is best predictor of success in the second language

Outcomes for English Language Learners



Outcomes

For additional information about research on DLI programs. . .

- go to DLI website
<http://www.pps.k12.or.us/departments/immersion/index.htm>
- go to Center for Applied Linguistics
- google Collier & Thomas research

Program Models

- K-12 program
- K-5 at least half the day in partner language
- 6-12 (Immersion Continuation)

Target: Oregon Seal of Biliteracy (Advanced level proficiency in Partner Language AND English)

Bridger Spanish Program Model

Two Way

>1/3 students are Native Speakers of the Partner Language

Grade	90:10
K-5th	Starts with Kinder at 90% partner language and slowly increases English until it reaches 50/50 at 4th grade
6th-8th	33% in partner language (2nd Language Arts and Social Studies) 67% in English Spanish Language Arts will be one of student's enrichment classes
High School	20% in partner language (one elective each year)

Curriculum

- Same state learning standards
- Same/comparable district adopted curriculum
- Same instruction goals + bilingual/biliterate
- Same assessment schedule
- Spanish STAMP assessments in 4th and 8th Gr.

Important Definitions

For Kindergarten Lottery

Native Speakers are children who have been communicating (both in speaking and listening) primarily in the partner language with at least one parent/guardian since birth.

Partner Language Learners--are children who do not fit the definition of native speaker of the partner language. This includes English Only students (EO) and students who may have gained some partner language proficiency through instruction or exposure from a non-parent/guardian.

How to Apply

- Decide if your child is a “native speaker of the partner language” = Native Spanish Speaker
- Complete online Statement of Understanding
- Complete online Application
- Families will learn outcome of lottery in late April

What are my chances?

Neighborhood Only Programs

School	Language	Native Language Apps : Slots	English Language Apps : Slots
James John	Spanish	8:12	27:12
Rigler	Spanish	NA	NA
Scott	Spanish	9:22	28:22
Sitton	Spanish	15:15	13:7

School	Language	Native Language Apps : Slots	English Language Apps : Slots
Ainsworth	Spanish	25:16	118:32
Atkinson	Spanish	21:12	118:12
Beach	Spanish	26:19	114:29
Bridger	Spanish	21:20	56:24
Cesar Chavez	Spanish	40:22	58:22
Kelly	Russian	14:13	13:13
King	Mandarin	4:6	54:44
Lent	Spanish	13:11	21:11
Richmond	Japanese	35:36	138:68
Roseway Heights	Vietnamese	17:24	14:24
Woodstock	Mandarin	49:26	65:26

What if I don't get in?

Wait Lists

- Administrative Directive
- Active until 20th day of School
- ELLs may be prioritized

Questions

Department of Dual Language

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DLI REQUIRED TASKS DUE 3/8/19

DLI Statement of Understanding

<https://goo.gl/zrkhXJ>



DLI Application

<https://goo.gl/79QZfh>

