

Dual Language Immersion Program  
(DLI)

South Kingstown Public Schools

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Superintendent

7<sup>th</sup> Annual Senate Educational Summit

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# 5 year journey described in 5 minutes

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- 5 years ago I was invited to a Business Roundtable discussion (2013)
- RIDE, RIC, URI, 10 largest RI business owners, Governor's Office Representatives
- Intentionally developing a bilingual workforce is essential for Economic Stability and Growth in Rhode Island
- Visit to Utah-invitation to see a model program



# Dual Language Immersion in Utah

**Origin- 2002 Utah Olympics and the Mission of the Mormon Church-Ministry of languages all over the world    no-cost interpreters (natural resource)**

In **2008**, the Utah Senate passed the International Initiatives (**Senate Bill 41**), creating funding for Utah schools to begin Dual Language Immersion programs in Chinese, French, and Spanish.

In addition, then-Governor Jon Huntsman Jr. initiated the Governor's Language Summit and the Governor's World Language Council both with a goal to create a K-12 language roadmap for Utah.

Today, DLI in Utah enjoys unprecedented broad-based, cross-sectional support from their state community.

**Currently, there are over 45,000 students in Utah participating in DLI programs in Chinese, English, French, German, Russian, Portuguese and Spanish.**

Despite the rapid increase in programs since 2008, they fall short of meeting current demands, evidenced by the long wait lists that are common throughout the state.

**Utah considers DLI to be one of its most precious natural resources!**

# Our SK DLI Journey

- 2013 Business Roundtable Discussion, March 2013
  - Superintendent visits Utah, June 2013
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- Meetings with URI & initial research & visits
  - Elementary Principal and NEA-SK Union President visit Utah, July 2014
  - DLI District Committee
  - Partnership with ICS (International Charter School) & Pawtucket School Department
  - Partnership with the RI Foundation
  - Pilot Kindergarten in 2 schools September 2015

# Why Immersion?

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- More than 40 years of research consistently documents the power of immersion programs to help students attain high levels of second language proficiency.
- No other type of instruction, short of living in a second-language environment, is as successful.
- Young children especially thrive in this type of instructional environment.
- Language immersion is also the least expensive way to deliver second language instruction.



# SK Model

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- English speakers learning a 2<sup>nd</sup> language of Spanish
- 50/50 Immersion cohort model
- Students spend half their day learning educational concepts in English and half their day learning educational concepts in Spanish
- Literacy & content instruction through 2 languages (Spanish & English)
- ALL of the curriculum is covered-NONE of the curriculum is repeated
- At the end of each unit the teachers will do bridging exercises

# Bridging at the end of a unit

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- **Step 1: Ask students what they have learned about the topic in the language that the unit was taught.**
- Summarize the learning
- Helpful to have photos, other visuals, vocabulary word banks, group writing charts and student work related to the unit
- Give students the opportunity to work on their oral language skills
- **Step 2: Ask students how they would express those concepts in the other language.**
- **Step 3: Ask students if they notice any cognates.**
- After they understand the 'looks similar-sounds similar' criteria). In those early days, it is also fruitful to engage students in a guided process of looking at pairs of words and saying them to see if they look similar and sound similar.
- **Step 4: Ask students if they notice anything that is the same or different between the two sides.**
- **Step 5: Summarize the points of the metalinguistic focus for this Bridge.**

| Grade        | Traditional Pathway (Future)                                   | DLI Pathway (Projected)  |
|--------------|--|--|
| K-5          | 1 Teacher English only instruction                             | 2 Teachers-Target Language teacher has advanced proficiency instruction in 2 languages (Spanish & English)                       |
| 6            | Exploratory World Language Cultural Course as elective         | Continue in Target Language by Team  |
| 7            | Language Level 1 Prep in Spanish or French as elective         | Continue in Target Language by Team  |
| 8            | Start Spanish or French  | Continue in Target Language by Team  |
| 9            | Start Spanish or French (or Italian) or continue with language | <b><u>AP Language Course &amp; exam</u></b><br>Continue in Target Language at University level instruction or start new language |
| 10           | Start Spanish or French (or Italian) or continue with language | University level course continue or start new language<br><b><u>AP Literature Course &amp; Exam</u></b>                          |
| 11           | Start Spanish French or Italian or continue with language      | University level course continue or start new language   |
| 12           | <b><u>AP Language Course &amp; exam</u></b>                    | University level course continue or start new language   |
| Highest exit | Spanish 4, French 4 or Italian 4                               | Spanish 4, French 4 or Italian 4 with University Minor   |



# Planning Considerations

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- Lack of DLI certified teachers in RI
- DLI certified, Spanish speaking substitutes
- Teacher Assistants also needs to be native speaker
- Cohort survival
- DLI is Budget Neutral
- Veteran staff may be displaced or laid off and replaced with DLI staff
- Difficult to enter the program after grade 1
- Materials in Spanish
- A teacher partner relationship that works is essential for success
- Negotiations considerations
- Will we qualify for additional federal Title 3 funding?
- Business partner funding?
- Additional RIDE funding?

# Where are we today?



- DLI in grades K-3 at Peace Dale and West Kingston Elementary School serving 40% of our elementary school students at that grade level.
- The demand is high and students are on a waiting lists.
- The program has not been expanded to the 2 other elementary schools yet due to the impact of displacing current teaching staff to other grade levels and buildings.
- Next year the program will move up to grade 4 and then grade 5 and then middle school, etc.

# Additional Benefits

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- Natural way to teach students cultural responsiveness
- Natural way to diversify the workforce
- Research-Immersion in another language, learning another language can prevent dementia
- Some students who present with Language Based Learning Disabilities will thrive in Spanish (decoding Spanish is easier and more predictable than English)



# What we have learned?

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- The majority of people in the world speak more than 1 language
- DLI is a national need (we are a monolingual society)
- More than 15K school districts in US implement DLI
- More than 40K jobs in US Department of Defense require another lang. (25% cannot be filled today)
- More SK residents will be more likely to choose SK schools
- Potential to increase enrollment
- Potential to increase economic viability of SK and the state
- SK students will be better prepared for college and the world of work
- Learning another language expands pathways in the mind
- Heritage learner (if kids have 2<sup>nd</sup> language acquisition, 3<sup>rd</sup> is easy. They will learn faster than other kids)

# What to Expect in a DLI Program

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- Dual Immersion offers a rich bilingual experience for young learners when their minds are developmentally best able to acquire a second language. Instruction is divided between two high quality, creative classrooms: one English and one Spanish.
- In class, the Spanish teacher speaks only in Spanish and communicates using a range of engaging strategies including pictures, songs, games, body language, expressions, pantomime, drama, etc.
- Children at this age are adept at picking up language in meaningful contexts. After a brief period at the beginning of the year, students too will speak only in Spanish during Spanish class. It is amazing how quickly children become comfortable and competent Spanish speakers. Children have this capacity, as their brains are ripe to learn language.

# Big Ideas

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- Why was the Spanish language selected?
- What is the instructional model & who is able to participate?
- What are the budget considerations?
- Who are our partners in this work?





# Why does this model work?

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- Knowledge learned through **one language** paves the way for knowledge acquisition in the **second language**
- Students who learn math in L1 (Language #1) can demonstrate knowledge in L2 (Language #2) once they acquire academic language skills in L2

# Program

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Vision, Mission & Objectives

**The South Kingstown School Department recognizes that speaking, reading, writing and understanding multiple languages are important 21<sup>st</sup> century skills for an increasingly global society.**

# DLI Beliefs

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The benefits of knowing two languages carry with our students educational, economic, cognitive and social-cultural *advantages*.

We believe this program will enable our students to potentially engage in another language at the middle school level as well as college level world language instruction during their high school career.



# Program VISION Statement

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- In today's world, where increased conversations about globalization permeate discussions across all industry sectors, dual language immersion education is taking center stage as the most effective and efficient program for preparing linguistically and culturally competent students who can successfully compete in a complex global economy.



# DLI Program Objectives

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- Maximize students' second language proficiency
- Provide a rich academic environment in both first and second languages
- Develop students' abilities to work successfully in multiple cultural settings
- Offer a rich, culturally diverse experience for the entire school community
- To prepare linguistically and culturally competent students who can successfully compete in a complex global economy.
- Provide the educational, cognitive, socio-cultural and economic benefits of being bilingual, bi-literate and multicultural
- Prepare students for their responsibilities as global citizens
- Prepare students for cross-linguistic and cross-cultural encounters

# Benefits of DLI

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# Why is Bilingualism an advantage?

- **Research on bilingualism shows that students with high levels of bilingual proficiency exhibit elevated levels of academic & cognitive functioning in comparison to students with monolingual or low bilingual skills.**



# Proven Benefits

## *Second Language Skills*

- Students achieve high proficiency levels in reading, writing, speaking and comprehension in the both languages. They are able to compare or analyze languages and capitalize on learned skills in both languages. Immersion students perform as well as or better than non-immersion students on standardized tests of English and math administered in English.

## *Enhanced Cognitive Skills*

- Immersion students typically develop greater cognitive flexibility, demonstrating increased attention control, better memory, and superior problem solving skills as well as an enhanced understanding of their primary language.

## *Increased Cultural Competency*

- Immersion students are more aware of and show more positive attitudes towards other cultures and an appreciation of other people.

## *Long Term Benefits*

- Immersion students are better prepared for the global community and job markets where a second language is an asset. There is a greater graduation rate for students in Dual Immersion.

# SK in the News

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- SK in the news
- <http://www.providencejournal.com/article/20150915/NEWS/150919519>
- Support from the RI Foundation
- <https://www.rifoundation.org/InsidetheFoundation/OurBlog/TabId/106/PostId/298/back-to-school.aspx>



# DLI Community Conversation

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September 2017

# SK Student Highlight Video

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- Please join me in celebrating all of the wonderful program options in kindergarten and grade 1
- *Featuring Peace Dale Elementary monolingual kindergarten classroom Ms. Girard, DLI English-side kindergarten classroom Ms. Daly, DLI Spanish-side kindergarten classroom Ms. Tucker ; West Kingston Elementary monolingual ELL Grade 1 classroom Ms. Amalfetano, DLI English-side Grade 1 classroom Ms. Stafford, DLI Spanish-side Grade 1 classroom Ms. Hernandez*
- [https://drive.google.com/open?id=0BxUICiRSx\\_wmTE4wQWxjTzVRMlk](https://drive.google.com/open?id=0BxUICiRSx_wmTE4wQWxjTzVRMlk)

# VIDEO

## SK DLI Progressions from K to grade 2

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- [https://drive.google.com/open?id=0BxUICiRSx\\_wmbDZtTmN3VWtxUk0](https://drive.google.com/open?id=0BxUICiRSx_wmbDZtTmN3VWtxUk0)

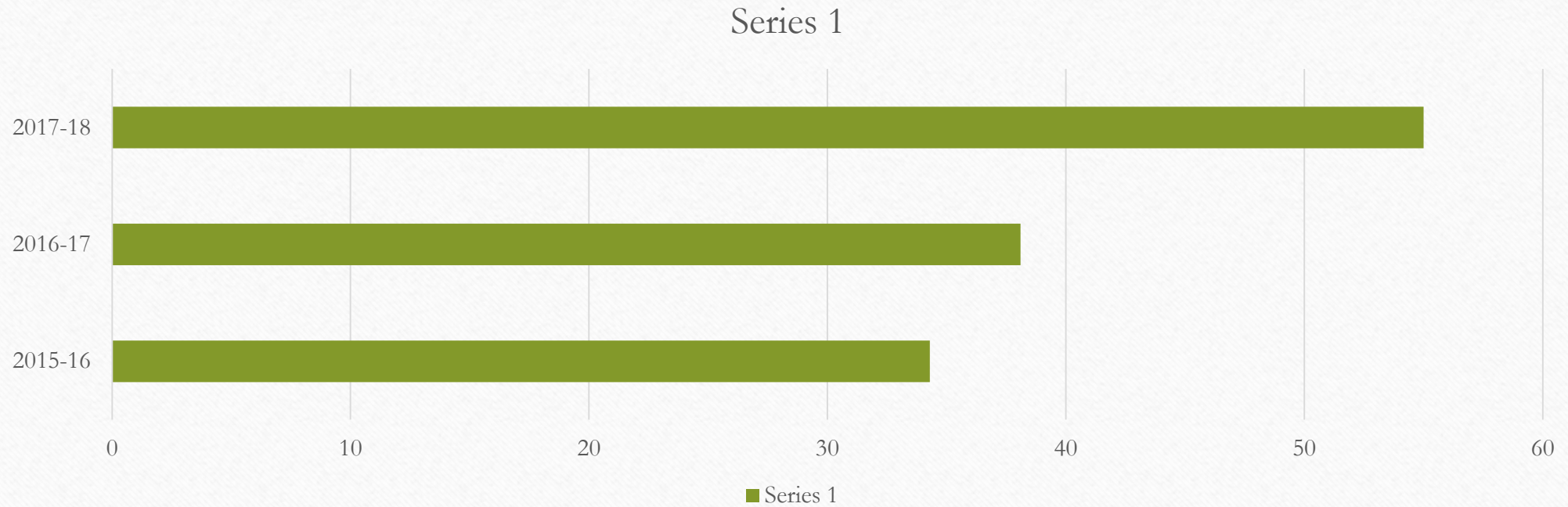


# DLI Family Survey Results

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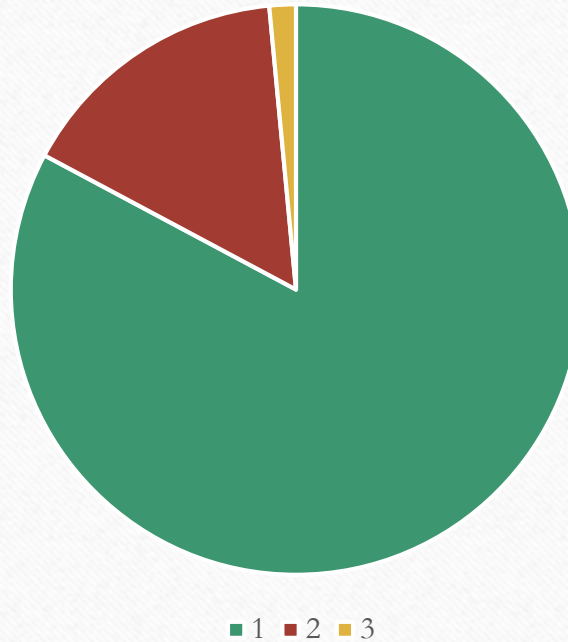
- We surveyed the parents of all 244 DLI students
- 134 parents responded

# What school year did you enroll your child in DLI?



# How many children do you have enrolled in DLI?

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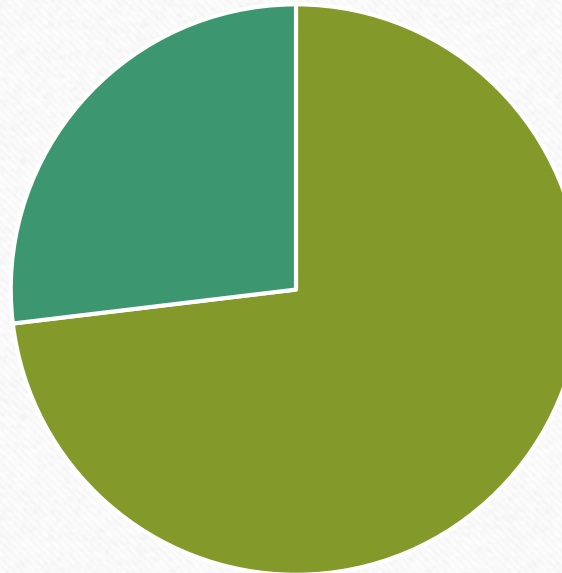


1 child=82.8%  
2 children=15.7%  
3 children=2.0%



# Is the DLI program offered in your home school?

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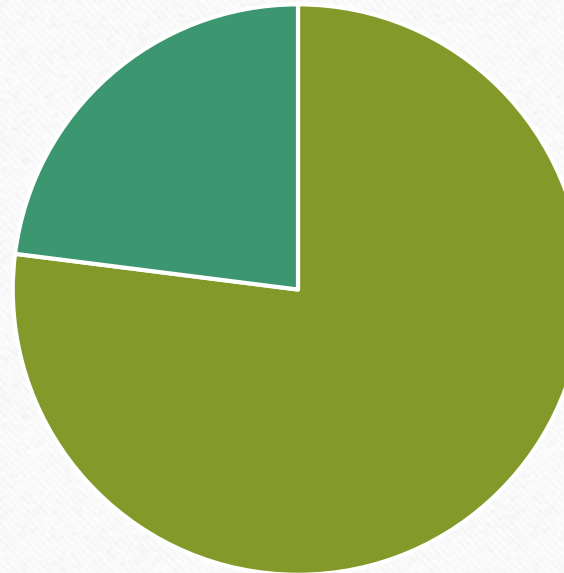


Yes=73.1%  
No=26.9%

■ Yes ■ No

# Did you move to SK for the DLI Program?

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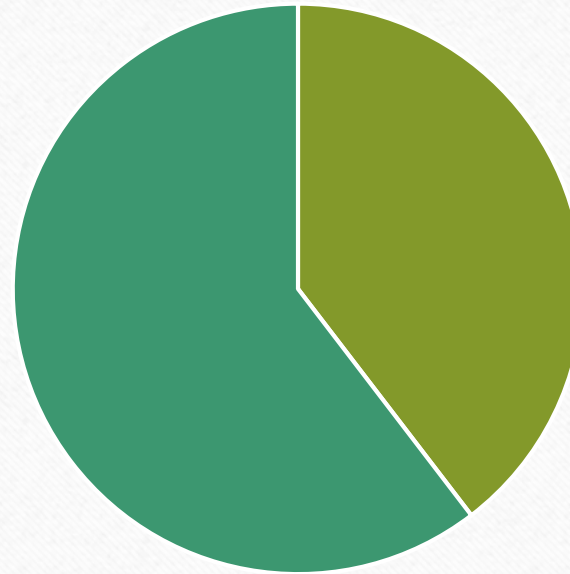


Yes=23%

■ No ■ Yes

Did you choose SK public schools instead of charter school, private school or home school solely because of the DLI program?

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Yes=39.6%

■ yes ■ no



# What are your hopes and dreams for your child having gone through the DLI program?

Example parent responses:

- To have a more expanded mind
- Looking for my bright child to be challenged in a new way. I hope he can learn to understand and enjoy a culture other than his own.
- We are hoping our daughter will become bilingual, biliterate, more culturally competent and also have a challenge in school throughout her elementary and middle school years.
- Since my children are biracial and bi-cultural (my husband is from another country), it is important for our children to be culturally competent and comfortable with people from any culture. Being bilingual is an avenue by which they can build relationships with others in addition to being more prepared for the future job market, educationally advanced, etc.
- I hope that her Spanish skills will prove to be an advantage over other candidates when it comes to her career. I also hope that the exposure to another culture early on will help her grow, with a greater understanding of diversity.
- To be bilingual and biliterate as well as more culturally competent. I want her to have the best chances in life and knowing Spanish will help her immensely
- Learn her 3rd language , culturally competent , able to communicate with a growing Spanish speaking population here in New England
- Bilingual, more culturally competent, better college education
- To benefit from all of the proven outcomes of dual language education - increased cognitive complexity, enhanced reading acquisition, enhanced language acquisition skills in the future, marketable skills in the future, cultural understanding, fluency and competence.
- Most of all, I want my daughter to become a curious and sensitive learner and a culturally competent global citizen. I also think that the cognitive practice of language learning is a great way to stimulate the brain in a different way than typically covered at elementary school. Becoming bilingual is a great byproduct of those main goals.
- More education is always better. We are developing another section of their brain at a very early age. I have hopes that my children will be more well rounded and have the ability to communicate with other people from other backgrounds. This will make them stand out to colleges and ultimately open more doors to their future.

# What things are going well for your child and family in the DLI program?

Example parent responses:

- She enjoys it and is happy to share new words
- He does not view his split language day as anything other than normal. His interest in learning/speaking/reading Spanish has naturally encouraged his siblings to learn more too.
- Everything! It is such a wonderful program! We are very grateful to be a part of it. The children learn a language, about other cultures and all while having fun!
- Student success, happiness, motivation
- Our other children attend private school. We will keep our son in SK schools as long as he is a part of DLI and any strong language program that will be in place in later grades (middle school and high school).
- She loves everything and is so proud to say she is learning Spanish. Her teachers have been fabulous
- My child loves going to school
- The DLI program is a gift for our children and family. So much of English-only learning is passive and requires only short responses from students. Being in a DLI program gives our kids much more opportunities to express themselves, to practice oral language skills and for their teachers to get to know them better, in daily conversations. All instruction should be this interactive!
- ~~The teachers are phenomenal. Although the few bumps with first grade~~ early last year, the teachers and their dedication is what keeps this program alive. My second grade daughter comes home every day happy.
- Cultural and global conversations with my children at ages 5 and 7 years old :) Also, this experience has been based around great age appropriate methods. Songs, games, and total inclusion.
- She's excited to learn Spanish and overall excited about school. She has gained confidence from the program.
- I am pleased with her progress with respect to her education overall. When I was deciding whether or not to enroll her in the program, one concern was in this area. I worried that the children could fall behind their peers (not in the program) not because they lacked the capacity to learn but that they were trying to learn information in a language that they did not yet understand. I do not see this to be a concern at all!
- The program has strengthened my child's reading and writing skills in Spanish and English-- I work with mostly Spanish-speaking families so he already understands and can see first-hand the value in being bilingual. It has given my son a curiosity about other cultures and countries, and of people who do not speak English. He is learning to view the world outside of the microcosm we live in.



# DLI Research

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# Research for Native English Speakers

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- **20 years of program evaluations & research in the US and Canada are consistent in demonstrating that results for English speakers are similar in 1-way & 2-way immersion/dual language:**
- **English speakers develop proficiency in 2 languages.**
- **English speakers score as well as or better than their English speaking non dual language peers in English-only instruction on standardized tests of math & language arts in English.**
- **English speakers develop positive sense of self & multicultural competencies.**

# National Data - Remedial v. Enrichment Models Long-Term Academic Achievement of ELLs

N  
C  
E

Average English Reading Performance – ELLs



Note: Program Implementation through 5<sup>th</sup> Grade only

## Enrichment Models

Two-Way DLE

One-Way DLE

## Remedial Models

Early Exit BE + Content ESL

Early-Exit + Trad. ESL

Content-Based ESL

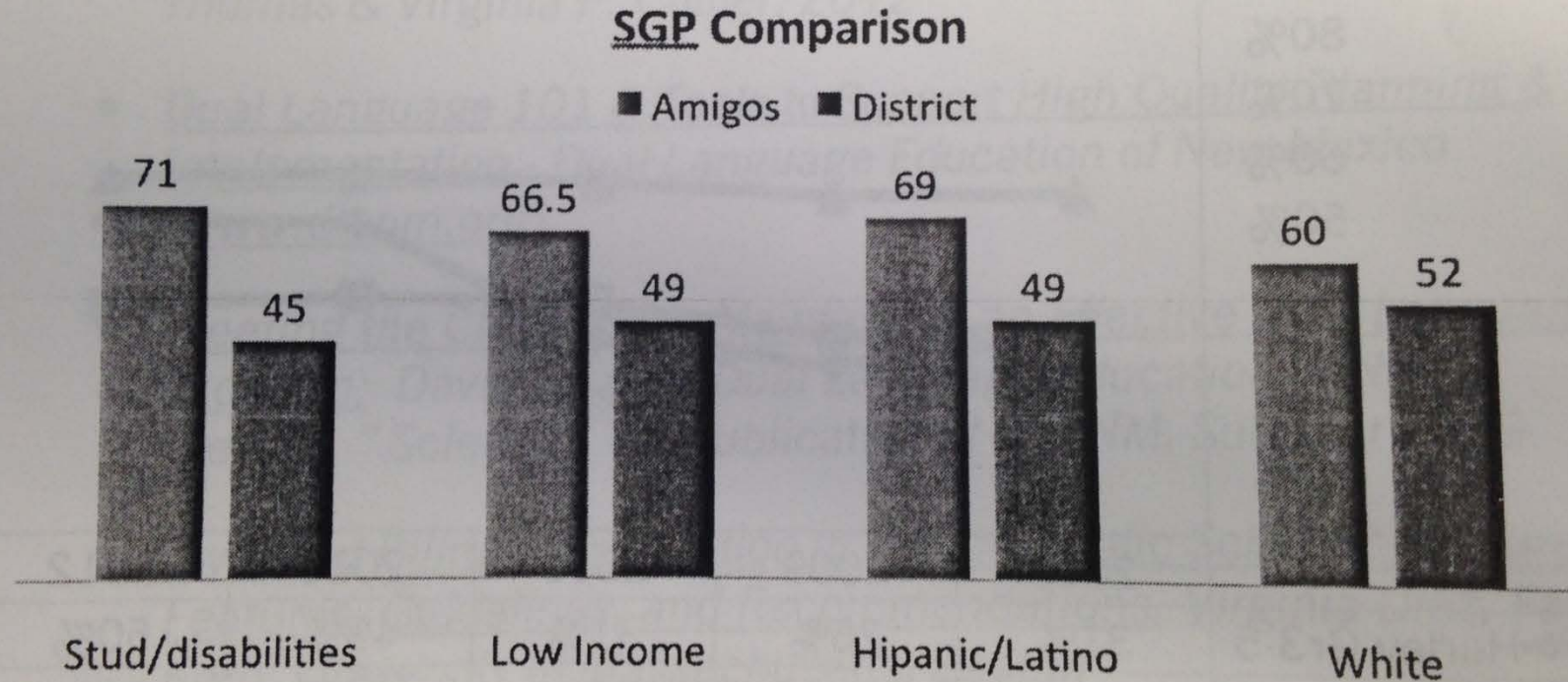
ESL Pullout

No Services

(Thomas & Collier, 2002)



**MA Comprehensive Assessment (MCAS)-English Language Arts:  
Student Growth Percentile (SGP) for All Grades Comparison of  
Amigos School Students with District: Spring 2011**

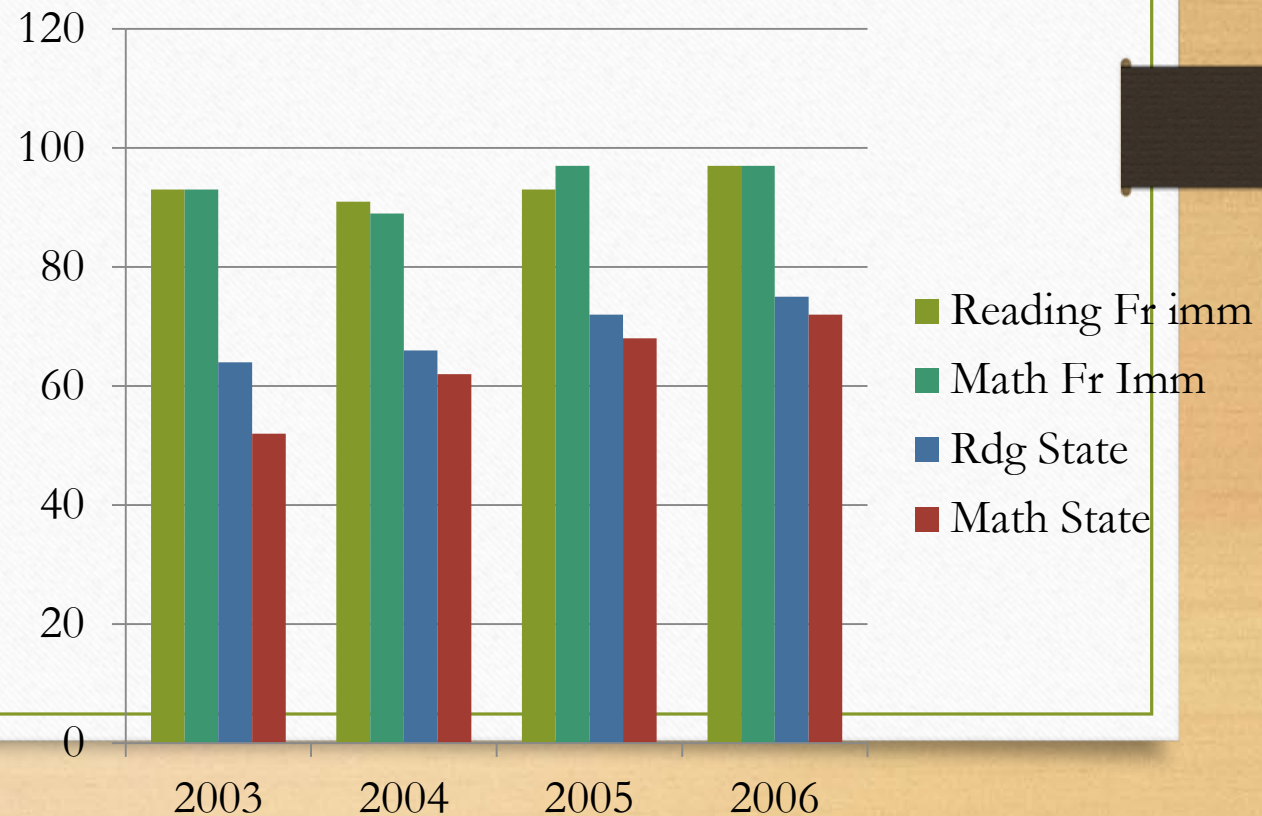


**SGP- is a measure of how much a student has improved—or grown—academically from one year to the next as compared to his or her academic peers.**



# Achievement Data

- <http://www.carla.umn.edu/immersion/acie/vol11/BridgeNov07.pdf>
- Assessment of French Immersion Maryland Public Schools
- *Figure D: Comparison of Grade 5 Student Performance*



# Achievement Data Research

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- <http://www.carla.umn.edu/immersion/acie/vol11/BridgeNov07.pdf>
- [http://hillcrest.wacoisd.org/UserFiles/Servers/Server\\_345/File/Publications/ELL/Dual%20language%20survey.pdf](http://hillcrest.wacoisd.org/UserFiles/Servers/Server_345/File/Publications/ELL/Dual%20language%20survey.pdf)
- [http://www.lindholm-leary.com/present&handout/CurrentResTWI\\_TexasDL2007\\_4web.pdf](http://www.lindholm-leary.com/present&handout/CurrentResTWI_TexasDL2007_4web.pdf)
- <http://www.carla.umn.edu/immersion/research.html>

# Come and visit our program in SK!

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