Immersion State Site Certification: TWO-WAY & ONE-WAY

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Learning lessons from Bilingual Education

Demise of Bilingual Ed in California by Prop 227

Chueng & Drabkin (1999) Poorly run bilingual programs w/ apathetic administrators

Cross-Comparative study in LA: administration can severely weaken a program (Haj-Broussard, 2003).

The non-negotiables of immersion encounter difficulty in enforcing with site admin confused by counterintuitive aspects of immersion (Fortune, 2009).

Immersion Non-Negotiables

In order to be successful, immersion education must adhere to some principles, that we call "non-negotiables".

- The target language is the exclusive language of oral and written communication.

- Wall postings are in the target language.

- The instruction and practice of the target language is included in the lesson plans.

- The instruction and practice of the target language is built in the classroom activities.

- Students speak more than their teacher.

- The teacher never forgets that the target language IS NOT the students' first language.

- Any child can learn a second language in an immersion setting. No child should be identified as « not belonging in immersion ». There are, however, two exceptions:

    * lack of motivation from the parents AND the student; and

    * in the absence of special needs services in the target language.

	ITBS LANG	ITBS Math	LEAP ELA	LEAP Math
A School Mean	209.46	190.46	317.07	301.30
SD	23.09	17.62	40.04	43.01
C School Mean	205.75	186.93	338.31	327.19
SD	17.89	16.65	40.61	28.96

WHEN NON-NEGOTIABLES ARE NOT MET

What was different in the two contexts

A: Teachers switched to English because stds. used the LEAP trump card and administration required it. Stds rarely used French because of teachers' French language safety net. Much time lost on translation and transitions. Very rushed class because of harried rotation schedule. Teacher spoke in French and English. Students in English. AA girls dominate instruction. AA boys excluded.

C: Teacher believed in student self-expression and allowed for a number of student directed projects and constantly encouraged students to use writing to express themselves. Always in French. Boys dominate lecture time, but most instruction was not done in lecture.

The issue of time

- The more time spent in TL, the higher proficiency attained (Genesee, 1987; Lindholm-Leary, 2001; Turnbull, Lapkin, & Hart, 2001)

- Zero difference in L1 development regardless of hours in the program but hours in TL had a profound effect on TL proficiency. (Genesee, 1981)

- Students with not enough time in the TL (such as 50/50 programs) will have difficulties in higher grades because cognitive level of work is higher than TL proficiency (Met & Lorentz, 1997)
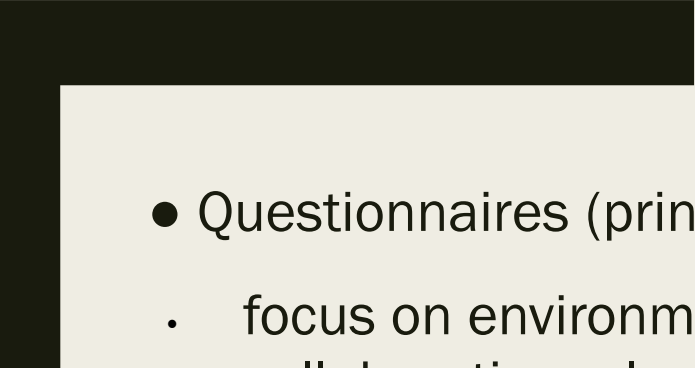
Louisiana solution

- Designed a template of non-negotiables based on TEL evaluation

- Created a review rubric for one-way and two-way

- Attached a state site certification to it

- Made the state certification mandatory for schools.

- Examined the rationale behind each element of the rubric.

- Examined the rubric for Q & A.

The Carrot

Senate Bill #233: beginning the 2018-2019 school year, language programs (and immersion certification) will earn a school an extra 5% added to the school SPS

Certified schools will have priority staffing from the LDOE/CODOFIL (provided annually through a grant).

- Questionnaires (principal, LOTE, ELA partner teachers)

  - focus on environment, learning experiences, collaboration, planning, performance and feedback, professionalism, & learning tools.

- Louisiana Certified World Language Immersion Site Visit Rubric (filled out and sent in with application)

- Site Visit Audit

Overall process

Certification Examines

Program Design

Instructional Design

Commitment Design

Program Design

Scheduling: Percentage of LOTE/when taught

Written Guidelines: recruitment, retention, & remediation

Staffing & Certification

Professional Development

Program Design:
Some research on scheduling

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Rubric: Scheduling

	Schedule Requirements			
CRITERIA	**1** not representing quality	**2** approaching quality	**3** exemplifying quality	**4** exceeding quality expectations
Elementary School: *two-way*** - language ratio	**0-49%** of daily instruction in the LOTE language	**50-64%** of daily instruction in the LOTE language	**65-79%** of daily instruction in the LOTE language	**80% or more** of daily instruction in the LOTE language
- student home language ratio	below 45	45-50	50-65	66-70%
Elementary School* *one-way*	**0-49%** of daily instruction in the immersion language	**50-59%** of daily instruction in the immersion language	**60-64%** of daily instruction in the immersion language	**65% or more** of daily instruction in the immersion language
Middle School* *one-way / two-way*	**1 class** in the immersion language	**2 classes** in the immersion language	**3 classes** in the immersion language	**4 classes** in the immersion language
High School* *one-way / two-way*		**1 class** in the immersion language	**2 classes** in the immersion language	**3 classes** in the immersion language
Fidelity	**No fidelity** to the LA immersion model. 2-teacher model with more than 6 transitions per day, less than 30 minutes prior to 10:30 a.m., *and* no 90-minute block in the immersion language.	**Some fidelity** to the LA immersion model. 2-teacher model with less than 6 transitions per day, *or* 30+ mins prior to 10:30 a.m., *or* at least one 90-min block in the immersion language.	**Adequate fidelity** to the LA immersion model. 2-teacher model with less than 6 transitions per day, 30+ mins prior to 10:30 a.m., *or* at least one 90-minute block in the immersion language.	**Complete fidelity** to the LA immersion model. 2-teacher model with less than 6 transitions per day, 30+ mins prior to 10:30 a.m., *and* at least one 90-minute block in the immersion language.
Long term planned articulation & program duration	No articulated plan for post program	Articulated 6-year program with plan for future years	Articulated 8-year program with plan for high school	Articulated 12-year program with plan for post graduation

Administration or reducing attrition

It is important the parents put their children in immersion because they value the program goals, strategies, and outcomes (Boudreaux, 2010)

It is also important that immersion has the resources and bilingual specialists to provide instructional support, assessment, interventions (Genesee, 2007)

Rubric: Guidelines

	1	2	3	4
Written Guidelines				
CRITERIA	1 not representing quality	2 approaching quality	3 exemplifying quality	4 exceeding quality expectations
Communications of guidelines*	Held in a centralized location but not published nor communicated to stakeholders. Not provided to new teachers nor monitored for fidelity.	Published for stakeholders in one method: handbook, website, or display in school. Review committee included in document. Provided to new teachers.	Reviewed periodically and communicated to stakeholders in at least two methods: handbook, website, or display in school. Date or review committee included in document. New teachers receive training.	Reviewed annually and clearly communicated to stakeholders in a variety of ways: handbook, website, and display in school Date and review committee included in document. New teachers receive ongoing support and monitoring.
Student recruitment and retention: Entry and Exit	Includes two areas of the entry and exit processes: application, acceptance, placement, late-entry criteria, initiation, data review, meeting of stakeholders, decision rendered.	Includes at least two areas of each of the processes: entry (application, acceptance, placement priorities, late-entry criteria) exit (initiation, data review, meeting of stakeholders, decision rendered)	Includes at least six areas of the two processes: entry (application, acceptance, placement priorities, late-entry criteria) exit (initiation, data review, meeting of stakeholders, decision rendered)	Includes all four areas of both entry and exit processes: application, acceptance, placement priorities, **and** late-entry criteria as well as initiation, data review, stakeholder meeting, **and** decision rendered.
Remediation, intervention and special services		Scheduling of intervention does not respect immersion class time and is conducted in English.	Scheduling of intervention respects immersion class time *or* conducted in the immersion language.	Scheduling of intervention respects immersion class time ***and is conducted*** in the immersion language.

*Bonus point for guidance provided in English *AND* partner language.

Professional development and training

Ideally teachers must have native or near native proficiency, but those teachers are rare and proficiency is often inadequately assessed (Met & Lorenz, 1997)

Teachers need specialized professional development to address content, language, and literacy development in subject driven program (Fortune, Tedick, & Walker, 2008;Kong, 2009)

Included administrators, ELA to enhance cross-fertilization and staff unity in the immersion (Met & Lorenz, 1997)

Rubric: Staffing/certification

		Staffing and Certification		
CRITERIA	**1** not representing quality	**2** approaching quality	**3** exemplifying quality	**4** exceeding quality expectations
Immersion language / LOTE proficiency level	> 49% with appropriate OPI/ECFR scores B2.2/Advanced-Mid or better	50-65% with appropriate OPI/ECFR scores B2.2/Advanced-Mid or better	66-82% with appropriate OPI/ECFR scores B2.2/Advanced-Mid or better	> 83% with appropriate OPI/ECFR scores B2.2/Advanced-Mid or better
Collaborative Recruitment / Retention	Relies heavily on state and international recruitment efforts. 5-year retention rates demonstrate little retention of local or international teachers. > 81% of immersion language teachers are recruited by state.	Active local recruitment with a sustainability plan and 5-year retention rates demonstrate some retention. 80 - 51% of immersion language teachers are recruited by state.	Active local recruitment with a sustainability plan with targeted efforts for retention of qualified staff and 5-year retention rates demonstrate maximum. 50 - 34% of immersion language teachers recruited by state.	LEA, program & state consistently collaborate to fully implement a sustainability plan with IATs serving as exchange teachers to enrich and strengthen the program. <33% of immersion language teachers recruited by state.
Collaborative Leadership	None	District *or* school *or* team level immersion coordinator.	District, *and/or* school *and/or* team level immersion coordinators that demonstrate school level planning.	District, school *and* team level immersion coordinators/coaches that collaborate district-wide planning.
Certification	> 49% of ELA and immersion teachers are certified for their subject. K-2nd grade ELA TWI teachers EL certified.	50-65% ELA and immersion teachers certified for their subject. K-2nd grade ELA TWI teachers EL certified.	66-82% ELA and immersion teachers certified for their subject. K-2nd grade ELA TWI teachers EL certified.	83-100% ELA and immersion teachers certified for their subject, K-2nd grade ELA TWI teachers EL certified *and* **articulated opportunity** for all teachers to certify in EL/bilingual

Rubric: Professional Development

Professional Development on Immersion Best Practices					
CRITERIA	**1** not representing quality	**2** approaching quality	**3** exemplifying quality	**4** exceeding quality expectations	**Metrics score** (office use only)
Administrators (average of two most implicated administrators)	Less than 4 hours/CLUs per year of professional learning related to DLI theory, pedagogy, and practices	4-5 hours/CLUs per year of professional learning related to DLI theory, pedagogy, and practices	At least 6 hours/CLUs per year of professional learning related to DLI theory, pedagogy, and practices	More than 6 hours/CLUs per year of professional learning related to DLI theory, pedagogy, and practices	
Immersion Language / LOTE Teachers (average of all teachers)	Less than 5 hours/CLUs per year on topics related to DLI curriculum, assessment, and instruction	5-11 hours/CLUs per year on topics related to DLI curriculum, assessment, and instruction	At least 12 hours/CLUs per year on topics related to DLI curriculum, assessment, and instruction	More than 12 hours/CLUs per year on topics related to DLI curriculum, assessment, and instruction	
ELA and Immersion Support Teachers (average of all teachers)	Less than 4 hours/CLUs per year on topics related to implementation of DLI instruction	4-5 hours/CLUs per year on topics related to implementation of DLI instruction	At least 6 hours/CLUs per year on topics related to implementation of DLI instruction	More than 6 hours/CLUs per year on topics related to implementation of DLI instruction	
Immersion Paraprofessionals* (average of all paras) when applicable	None	Less than 1 hour/CLUs per year on topics related to appropriate support of DLI instruction	At least 1 hour/CLUs per year on topics related to appropriate support of DLI instruction	More than 1 hour/CLUs per year on topics related to appropriate support of DLI instruction	
Other pertinent certifications* indicates pattern in PD	> 49% of teachers	50-65% teachers	66-82% teachers	83-100% teachers	

Compile the results of Section 1

Program Design	Criteria	Score	Final Justification/Comments
Non-negotiables	1. Schedule Requirements		
	2. Written Guidelines		
	3. Staffing & Certification		
	4. Professional Development on Immersion		

Instructional Design

- Monitoring TL and Academic Achievement
- Language Use
- Language in Content Instruction
- Visibility & Equity of LOTE

Evaluation of the target language

Student have difficulties in higher grades because cognitive level of work is higher than TL proficiency (Met & Lorentz, 1997), so the proficiency needs to be monitored.

TL proficiency testing ensure students continued progress with language proficiency goals of the program (state) (Arabbo, 2006)

Rubric: Monitoring TL & Academic Achievement

	Evaluation of immersion language achievement and academic achievement (CALP)			
CRITERIA	**1** not representing quality	**2** approaching quality	**3** exemplifying quality	**4** exceeding quality expectations
Immersion language / LOTE report card grade	Immersion language / LOTE only assessed via the content grades.	Immersion language / LOTE has alternate grade published. i.e. E/S/U or P/F or in-class chart	Immersion language / LOTE has a grade on the report card without comments	Immersion language / LOTE has a grade on the report card with comments / conferences
Student Language Proficiency: OWI: Immersion Language TWI: English & LOTE	**Neither** students' performance goals set **nor** proficiency tracked. Testing not implemented consistently.	Established plan to set and meet students' performance goals, **or** has a program to implement and track proficiency data collection. Informal testing annually; i.e. checklists, or interviews	Established plan to set and meet students' performance goals **and** has a program for implementation. Proficiency tracked in class by teacher. 1 grade level tested annually on national / international standardized proficiency assessment	Implemented plan to set and meet students' performance goals, **and** proficiency tracked in cumulative folder. More than 1 grade level tested annually on national/international standardized proficiency assessment. Bonus point for implemented progress monitoring plan.
Academic achievement data	Achievement data not disaggregated by program.	Achievement data disaggregated by program but not shared.	Achievement data disaggregated by program and shared internally.	Achievement data disaggregated by program and published publicly.

CALP: Cognitive Academic Language Proficiency

- DELF (Diplôme d'Étude en Langue Française) and DELE (Diplomas de Español como Lengua Extranjera) diplomas are official qualifications certifying the degree of competence and mastery of French and Spanish, granted by the Ministries of Education in France and Spain and recognized by countries all over the world.

DELF/DELE

Proficiency would be demonstrated if a student:

-passes an advanced placement exam or other world language test in a second language with a intermediate high score, (AP: 4/ DELF/DELE B2)

-passes a certain number of high school language/immersion courses

-Meets English graduation requirements & scores 19+ on English/Reading composite on ACT

Seal of Biliteracy

Protection and instruction of the target language

To promote highly developed L2 requires strong language policy that encourages use of instructional language and discourage use of non-instruction language (Lindholm-Leary & Molina, 2000)

Sustained period of monolingual instruction help to promote adequate language development (Howard, Sugarman, Christian, Lindholm-Leary, Rogers, 2007)

TL teachers must view every content lesson as a language lesson: content obligatory and content compatible language objectives (Snow, Met, & Genesee, 1989)

Bursting the immersion bubble takes 17 minutes to re-situate (Fortune conference presentation).

Rubric: Language Use

Use of Language: Oral/Aural and Print				
CRITERIA	**1** not representing quality	**2** approaching quality	**3** exemplifying quality	**4** exceeding quality expectations
Immersion/LOTE Teachers	Teacher communicates in English with students	Occasional use of English to support communication; responds to visitors or intercom in English	Exclusive use of the immersion language; responds to visitors or intercom in English	Exclusive use of the immersion language / LOTE, including visitors and intercom
Monitoring Immersion Student Use of Immersion Language	Students use English when speaking to the teacher, and the teacher ignores the use of English.	Students use immersion language / LOTE when speaking to the teacher and English when speaking to peers. Teacher sporadically redirects the use of English.	Students use immersion language when speaking to teachers and peers, except outside of class. Teacher implements positive routines to redirect use of English.	Exclusive use of the immersion language including outside of class. Students are at ease with the practice. Students self-correct and/or re-direct peers as evidence of routines.
Immersion Content Teaching Materials	Absence of teaching materials in the immersion language	Some supplementary materials in the immersion language	All supplementary materials in the immersion language	Required materials **and** supplementary materials in the immersion language
Content Testing	Assessments are done in English	Some teacher assessments are done in the immersion language	All teacher assessments are done exclusively in the immersion language	All teacher assessments are done in the immersion language and require students to produce on-level language

Rubric: Embedding Language in Content

Evidence of embedded immersion language teaching throughout content teaching				
CRITERIA	**1** not representing quality	**2** approaching quality	**3** exemplifying quality	**4** exceeding quality expectations
Integrated Language Planning: Vocabulary, Syntax, Language Functions	Planning documents and instructional documents/practices include some terms in English or some translation in English. Syntax errors are not corrected (only content is addressed). The only function used by students is answering questions.	Planning documents and/or instructional documents/practices address content vocabulary without scaffolding, model good syntax and students are encouraged to correct themselves. Students engaged mainly in answering questions but other functions emerge.	Planning documents and instructional documents/practices specifically address obligatory vocabulary with scaffolding, syntax for the lesson, model good syntax and students are encouraged to self-correct. Students engaged in two or more language functions (discussions, presentations, questioning, hypothesizing).	Planning and instructional documents / practices specifically address obligatory **and** compatible vocabulary **and** syntax for the lesson with scaffolding; model good syntax. Students encouraged to self-correct. Referentials routinely used. Teacher plans for students engagement in a variety of language functions (discussions, presentations, questioning, hypothesizing)
Integrated Language Planning 2 languages	No biliteracy projects are planned nor implemented.	At least one biliteracy project is implemented with a plan to expand.	At least one biliteracy project is implemented annually.	Two or more biliteracy projects implemented annually.
Articulated Language Planning	No dedicated planning time for vertical language articulation, horizontal articulation between subjects **nor** parallel procedures, routines, rules.	Dedicated planning time for implemented vertical language articulation **or** horizontal articulation between subjects **or** parallel procedures, routines, rules.	Dedicated planning time for either vertical language articulation **or** horizontal articulation between subjects **and** parallel procedures, routines, rules.	Dedicated planning time for fully implemented vertical language articulation, horizontal articulation between subjects and parallel procedures, routines, rules.
Grade and content appropriate student oral production	Teacher does not require complete sentences nor provides opportunities to interact in the immersion language. (single word or phrase)	Teacher requires complete sentence answers, but does not push for longer text, nor provides opportunities to interact in the immersion language.	Teacher requires complete sentence answers, pushes for longer text, and provides opportunities to interact in the immersion language.	Teacher and students interact naturally in the immersion language with complete discourse. Students may argue in the language.
Grade and content appropriate student written production	Students are not expected to write creatively in the immersion language	Students' writing is extremely limited and/or creative writing opportunities are limited as well	Students complete written production two or more grade levels below the level English expectations	Students complete written production at or less than a grade level below the level of English expectations

Rubric: Visibility & Equity of LOTE

Evidence of visibility, equity and recognition

CRITERIA	1 not representing quality	2 approaching quality	3 exemplifying quality	4 exceeding quality expectations
School library	Very few immersion books are in the library, including second language readers and dictionaries.	Section of immersion language books in the library with some variety. Library is concentrated in the classroom.	Display of immersion language books and posters. The books are proportional to the immersion students and include selections for each grade level.	Prominent display of immersion language books and posters. The well-curated books are proportional to the immersion students and include a wide variety that reflects the library.
In-School and Online presence of the immersion language throughout campus and in immersion areas	Little or no evidence of the immersion language throughout the campus. Immersion areas are <25% in the immersion language outside of the immersion classrooms. Little or no evidence of the immersion program on **neither** the district **nor** school websites.**No** social media presence.	10-24% in the immersion language throughout the campus. Immersion areas are 25-50% in the immersion language. **Neither** schoolwide **nor** classroom announcements are made in the target language. Evidence of the immersion program on district **or** school websites **and/or** social media presence.	25-50% in the immersion language throughout the campus. Immersion areas are over 50% in the immersion language. Schoolwide **or** classroom announcements made in the target language. Hidden evidence of the immersion program on district websites **and** some evidence of immersion program on school's website **and/or** social media presence.	Over 50% in the immersion language throughout the campus. Immersion areas are nearly 90% in the immersion language. Schoolwide **and** classroom announcements routinely made in the target language. Evidence of the immersion program on district **and** school websites **and** social media presence.
Classroom print	Not a print-rich classroom	Classroom print does not respect the separation of **nor** % of languages	Print-rich classroom that respects the separation **or** % of languages	Print-rich classroom that respects the separation and % of languages

Commitment Design

- Cloud, Genesee, and Hamayan (2000) discuss how whether starting, expanding, or sustaining programs requires change and change requires stakeholder support.

Rubric: Stakeholder & Admin Commitment

	Long term Stakeholder Commitment and Administrative Support			
CRITERIA	**1** not representing quality	**2** approaching quality	**3** exemplifying quality	**4** exceeding quality expectations
Investment in Immersion Language (adults)*	No evidence of adult role-models using the immersion language.	Learning/using expressions in the immersion language.	Learning the immersion language and/or a bilingual employee.	Intensively learning the immersion language **or** bilingual employees.
Scheduling	No scheduling for immersion planning time, team planning time, **nor** classroom observations.	Scheduling for one: immersion planning time, **or** team planning time, **or** classroom observations.	Scheduling for two: immersion planning time, team planning time, **or** classroom observations.	Scheduling for all: immersion planning time, team planning time, **and** classroom observations.
PD Support (Mentorship: is your school contributing to the good of all)	Immersion teachers are required to take personal days to attend immersion specific professional development.	Immersion teachers are allowed professional leave **but** no funding to attend immersion specific professional development.	Immersion teachers are allowed professional leave **and** funding to attend immersion specific professional development.	Immersion teachers are allowed professional leave **and** funding to attend immersion specific professional development **with** the opportunity for leadership and mentorship.

* Bonus for One-Way and Two-Way

Rubric: Family & Community Engagement

Family and Community Engagement: Evidence of use of language outside of content area (BICS)				
CRITERIA	**1** not representing quality	**2** approaching quality	**3** exemplifying quality	**4** exceeding quality expectations
Parent support group for the immersion program	No parent support group is available	There is a parent support group but little information is found at the school with no online student resources available.	Parent support group is available for parents and contact information is available upon request for some limited online student resources.	Parent support group information prominently displayed with contacts and schedule of meetings available upon request & online student resources.
Guest speakers for the classroom who speak to the students in the immersion language	One guest speaker for the classroom who speaks to one grade in the immersion language	One guest speaker for the classroom who speaks to two different grades in the immersion language	One guest speaker for the classroom who speaks to three or more different grades in the immersion language	More than one guest speaker for the classroom who speaks to three or more different grades in the immersion language
Immersion student field trips conducted in the immersion language	One or fewer immersion language field trips have been conducted for one grade in the immersion program	One immersion language field trip has been conducted for two different grades in the immersion program	One immersion language field trip has been conducted for three or more different grades in the immersion program	More than one immersion language field trip conducted annually for more than three different grades in the immersion program.
Special Events involving the language	No special events involving immersion	One special event involving immersion	Two special events involving immersion	More than two special events involving immersion

How does our system compare to yours?

QUESTIONS?   **COMMENTS?**