

**add a lingua**  
do school in two languages



**using common program standards**  
to evaluate the extent to which dual language and immersion programs support student attainment of bilingual proficiency/biliteracy and cultural competency at no cost to academic achievement

Lilah Ambrosi, addalingua co. founder

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**In this session, we will explore . . .**

- ☑ addalingua Language First approach and program standards
- ☑ addalingua endorsement purpose and process
- ☑ reflection tool for you to use in your program



**a**

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**overview of Language First**

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**Language First**

an approach to instruction that **prioritizes minority language development** in order to contribute to student identity investment in the minority language, increase bilingual proficiency, and promote greater access to academic content in **both** languages of instruction

- ★ academic achievement
- ★ biliteracy & bilingualism
- ★ cultural competence



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**Language First is different from other approaches.**

monitor model	instructional counterbalance	Language First
<b>content language</b>	<b>content - language</b>	<b>language content</b>
<p><b>early years</b> thought: focus on content because the belief was that students would automatically acquire the language</p> <p><b>result:</b> L2 is grammatically inaccurate/stunted</p>	<p><b>recent years</b> thought: draw language targets from content lessons</p> <p><b>result:</b> L2 improvement but teachers find it difficult to identify language targets and curriculum always changes</p>	<p><b>new paradigm</b> thought: start with a structural scope &amp; sequence based on distributed practice &amp; infuse language targets throughout content lessons</p> <p><b>result:</b> L2 improvements; clear plan for teachers</p>

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**add a lingua** Language First program standards

program fidelity	dual language development
<p><b>pf.1</b> Our program places equal value on three goals: proficiency and literacy in two languages, cultural competence, and academic achievement.</p> <p><b>pf.2</b> Our program adheres to an allocation of instructional minutes that prioritizes the minority language and implements instructional practices and resources explored across focus areas in each level of addalingua certification.</p> <p><b>pf.3</b> Our program provides a viable means of educating ALL students.</p> <p><b>pf.4</b> Our program promotes learning within and beyond the classroom that inspires global empathy, producing students that have achieved the three goals of dual language immersion education (stated in pf.1).</p>	<p><b>did.1</b> Our program intentionally elevates the status of the minority language and upholds the LIDPT (Language of Instruction Only Policy and Timeline).</p> <p><b>did.2</b> Our program recognizes the sociocultural and linguistic differences between the languages of instruction and makes teaching and learning decisions accordingly.</p> <p><b>did.3</b> Our program emphasizes expansive and accurate use of the minority language throughout content area instruction.</p> <p><b>did.4</b> Our program embraces the developmental process of learning in two languages and consistently employs effective corrective feedback strategies.</p>
<p><b>bcl.1</b> Our program faithfully implements common language targets specific to the minority language across grade levels as part of a strong literacy program.</p> <p><b>bcl.2</b> Our program practices Language First counterbalanced instruction by incorporating common language targets into content area planning and teaching.</p> <p><b>bcl.3</b> Our program explicitly teaches non-transferable linguistic features in both languages of instruction and encourages cross-linguistic connections while remaining in the language of instruction.</p> <p><b>bcl.4</b> Our program focuses on students meeting literacy expectations in the primary language(s) of instruction at each grade level.</p>	<p><b>pm.1</b> Our program uses assessment practices that place as much value on academic growth in the minority language as it does in the majority language.</p> <p><b>pm.2</b> Our program data demonstrates that students are able to successfully navigate academic content across grade levels in the minority language.</p> <p><b>pm.3</b> Our program follows a data protocol to evaluate student growth in the primary language(s) of instruction at each grade level to inform instruction and program-level decisions.</p> <p><b>pm.4</b> Our program implements common integrated performance assessments in the minority language aligned to the three goals of dual language immersion education (stated in pf.1).</p>

**biliteracy and counterbalanced instruction** **progress monitoring**

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addalingua endorsement

Learning without reflection is a waste. Reflection without learning is dangerous.

Confucius

The more reflective you are, the more effective you are.

Hall and Simeral

We do not learn from experience . . . we learn from reflecting on experience.

John Dewey

Courage starts with showing up and letting ourselves be seen.

Brené Brown

pricing and timeline 2020.2021



add@lingua Language First program standards

program fidelity and dual language development standards (pf.1-pf.4, bcl.1-bcl.4, pm.1-pm.4)

standard (16 total)

- success indicator: community
success indicator: leaders
success indicator: teachers
success indicator: students

add@lingua Language First program standards

program fidelity and dual language development standards (pf.1-pf.4, bcl.1-bcl.4, pm.1-pm.4)

pf.1 Our program places equal value on three goals: proficiency and literacy in two languages, cultural competence, and academic achievement.

pf-standard 1 success indicators

- Our community understands the three goals and supports equal value being placed on each one.
Our school leaders can explain the connection between grade-level biliteracy/proficiency and cultural competence and how, together, they can support academic achievement.
Our teachers make the three goals clear in their instructional practice by engaging students with learning, formative assessments, and feedback that promotes the development of biliteracy/proficiency, cultural competence, and academic achievement.
Our students can identify the three goals and have an increasing capacity to recognize and reflect on personal growth in each one.

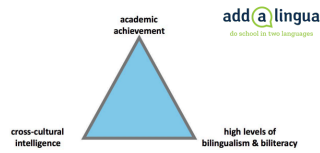
**pf.1** Our school community understands the three goals and supports equal value being placed on each one.

**Dual Language Immersion Education is...**

...a method of educating students in an instructional setting that allows them to acquire a second language through content (subject) instruction, educational discourse, and social interaction in the second language for at least 50% of the academic day (Cloud, et al., 2000).



**Threefold Goal of Immersion Education**



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**add a lingua Language First program standards**

**program fidelity**

**pf.1** Our program places equal value on three goals: proficiency and literacy in two languages, cultural competence, and academic achievement.  
**pf.2** Our program adheres to an allocation of instructional minutes that prioritizes the minority language and implements instructional practices and resources explored across focus areas in each level of addaLingua certification.  
**pf.3** Our program provides a viable means of educating ALL students.  
**pf.4** Our program promotes learning within and beyond the classroom that inspires global empathy, producing students that have achieved the three goals of dual language immersion education (stated in pf.1).

**dual language development**

**did.1** Our program intentionally elevates the status of the minority language and upholds the LIOPT (Language of Instruction Only Policy and Timeline).  
**did.2** Our program recognizes the sociocultural and linguistic differences between the languages of instruction and makes teaching and learning decisions accordingly.  
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**bcl.1** Our program faithfully implements common language targets specific to the minority language across grade levels as part of a strong literacy program.  
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**bcl.3** Our program explicitly teaches non-transferable linguistic features in both languages of instruction and encourages cross-linguistic connections while remaining in the language of instruction.  
**bcl.4** Our program focuses on students meeting literacy expectations in the primary language(s) of instruction at each grade level.

**pm.1** Our program uses assessment practices that place as such value on academic growth in the minority language as it does in the majority language.  
**pm.2** Our program data demonstrates that students are able to successfully navigate academic content across grade levels in the minority language.  
**pm.3** Our program follows a data protocol to evaluate student growth in the primary language(s) of instruction at each grade level to inform instruction and program-level decisions.  
**pm.4** Our program implements common integrated performance assessments in the minority language aligned to the three goals of dual language immersion education (stated in pf.1).

**biliteracy and counterbalanced instruction**

**progress monitoring**

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**pf.4** Our program promotes learning within and beyond the classroom that inspires global empathy, producing students that have achieved the three goals of dual language immersion education.

**pf.standard 4 success indicators**

- Our community seeks opportunities for students and staff to connect with linguistically and culturally diverse groups and organizations.
- Our leaders identify and allocate resources to experiences that engage students and staff with linguistically and culturally diverse groups and organizations.
- Our teachers establish classroom cultures that inspire global empathy by helping students reflect on how bilingualism shapes their understanding of themselves and others.
- Our students demonstrate developmentally appropriate understanding of how bilingualism can shape their identity and expand their capacity to connect with linguistically and culturally diverse people.

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**pf.4** Our students demonstrate developmentally appropriate understanding of how bilingualism can shape their identity and expand their capacity to connect with linguistically and culturally diverse people.

Marco Rubio  
284 Russell Senate  
Washington, D.C. 20510  
202-224-2000

“it’s not the language separating us, it’s our decisions of putting immigrants in a different category of people”

“put yourself in someone else’s shoes...”

...están en nuestro país. El mayor número de inmigrantes se vienen de México. Pero la mayoría de ellos no hablan inglés. Posiblemente tendrían que regresar a su propio país una vez. Pero en los zapatos de otros. No le gustaría tener a todos mirándolo y hablando un lenguaje que no sabe, ¿verdad?  
 No es el lenguaje que nos está separando, son nuestras decisiones. Nosotros estamos poniendo a ellos (los inmigrantes) en otra categoría de gente. Haga un favor y hable a las personas sobre este tema. Pueden dar razones de que no debemos dejar a inmigrantes hablar su lenguaje, pero eso no significa que son razones buenas.  
 Luego, reflexione sobre niños/as como mí. Estoy en este programa de español por una razón buena. Yo puedo ir a casi cada estado de los Estados Unidos y practicar mi español. Si el inglés se convirtiera en idioma oficial, estos programas serían discriminados.  
 En conclusión, no quiero idioma oficial. Duraría a nuestro país. No solo a los hispanohablantes o los que no hablan inglés, pero también a los angloparlantes. También los bilingües, trilingües, etcétera.  
 Considere mis opiniones. Espero que le ayude a hacer una decisión. Deseo que haga la mejor oportunidad para nuestro país.  
 Sinceramente, [Redacted]

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**add a lingua Language First program standards**

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**biliteracy and counterbalanced instruction**

**progress monitoring**

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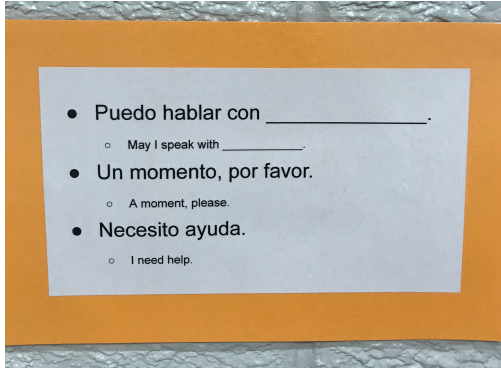
**did.standard 1 success indicators**

- Our community understands the importance of elevating the status of the minority language and supports initiatives to do so.
- Our leaders establish a school climate and culture that elevates the status of the minority language by promoting its use in daily interactions and school events.
- Our teachers foster deep relationships with students in the minority language and encourage age-appropriate conversations about language status.
- Our students demonstrate that they value the minority language through their linguistic choices and interactions with peers.

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**did.1** Our leaders establish a school climate and culture that elevates the status of the minority language by promoting its use in daily interactions & school events.



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<b>biliteracy and counterbalanced instruction</b>	<b>progress monitoring</b>

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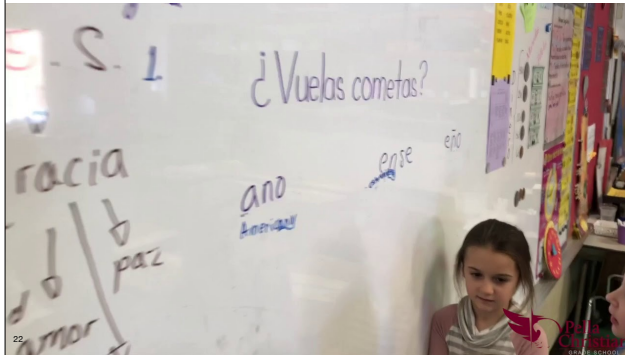
**bci.standard 4 success indicators**

- Our community understands why the program prioritizes literacy instruction in the primary language(s) of instruction and the impact of doing so.
- Our leaders support the efforts teachers make to improve literacy outcomes in the primary language(s) of instruction and meet with teachers regularly about students' progress.
- Our teachers implement and reflect on the impact of instructional practices designed to help students meet literacy expectations in the primary language(s) of instruction.
- Our students meet literacy expectations in the primary language(s) of instruction.

**bci.4** Our program focuses on students meeting literacy expectations in the primary language(s) of instruction at each grade level.

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**bci.4** Our teachers implement and reflect on the impact of instructional practices designed to help students meet literacy expectations in the primary language(s) of instruction.



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<b>biliteracy and counterbalanced instruction</b>	<b>progress monitoring</b>

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**pm.standard 1 success indicators**

- Our community expects and receives reports on students' academic growth in the minority language.
- Our school leaders work with teaching teams to review data in order to inform stakeholders about student academic growth in the minority language.
- Our teachers assess students' academic growth in the minority language in ways that are commensurate with the program model.
- Our students receive feedback from teachers in ways that help them set, review, and meet goals specific to academic growth in the minority language.

**pm.1** Our program uses assessment practices that place as much value on academic growth in the minority language as it does in the majority language.

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**pm.1** Our teachers assess academic growth in the minority language in ways that are commensurate with the program model.

Testing Schedule Met	Grade: 2nd	Date:	Fall 2018	Winter 2018	Spring 2019	Fall 2018	Winter 2018	Spring 2019	Fall 2018	Winter 2018	Spring 2019
Writing Schedule Met	Assessment:	CBM1	CBM2	CBM3	F&P	F&P	F&P	aj&ad	aj&ad	aj&ad	
F&P Schedule Met	Target Score:	58-67-106	58-67-106	58-67-106	J,K,L,M,N	J,K,L,M,N	J,K,L,M,N	489-481-489	489-481-489	489-481-489	
aj&ad Schedule Met	Last Name	First Name									
			106	127	144	M	P	Q	501	503	504
			93	132	165				503	507	522
			28	82	102				481	488	487
			71	96	116	O	O	S	472	483	506
			118	160	161	U	P	U	511	516	521
			112	116	124				502	506	516
			74	104	151				485	501	507
			42	80	108				471	487	505
			103	123	150	M	U	T	501	490	500
			90	130	150				501	516	522
			85	113	122				484	516	511
			88	110	110	N	N	P	479	484	502
			116	146	152	O	O	S	500	514	517
			87	98	117	M	O	O	481	501	508
			106	111	112	O	P	R	514	522	525
			75	111	112	O	P	R	482	511	516
			103	146	160				504	511	520
			106	146	160				505	519	524
			105	165	190				506	515	515
			25	23	42	L	L	M	479	488	473
			83	85	128	K	L	L	471	482	484
			94	102	102				486	518	520
			45	85	128	L	M	N	481	471	474
			92	112	161	N	P	P	483	483	487
			71	86	101	M	O	O	471	473	492
			71	86	101	L	M	N	471	473	492
			28	88	108				473	489	500
			81	121	138				481	504	521
			101	116	138	O	P	Q	486	511	520

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your turn

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**bci.standard 1 success indicators**

- Our community expects instruction to include clear language objectives across grade levels and content areas.
- Our school leaders look for clear language objectives during classroom visits and ensure teachers have sufficient support and resources to develop and implement common language targets across grade levels.
- Our teachers incorporate common language targets specific to the minority language across content area instruction.
- Our students demonstrate an increasing ability to understand and use accurate word, sentence, and discourse-level language features across modes of communication and content area instruction.

**bci.1** Our program faithfully implements common language targets specific to the minority language across grade levels as part of a strong literacy program.

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**el enfoque lingüístico**

**la gramática**

En una oración el sujeto y los sustantivos comunes y sustantivos propios trabajan juntos.  
 El verbo es parte del predicado (o puede ser el predicado).  
 El verbo tiene que concordar con el sujeto.



**la característica de la palabra**

Se escriben con letra inicial mayúscula los días festivos (de fiesta, feriados).

**la cultura y el lenguaje**

Aunque seamos diferentes, siempre podemos encontrar algo que tenemos en común.

vocabulario  
 buscaba  
 encontraba  
 las costumbres  
 casualidad  
 conseguir

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quick introduction to addalingua

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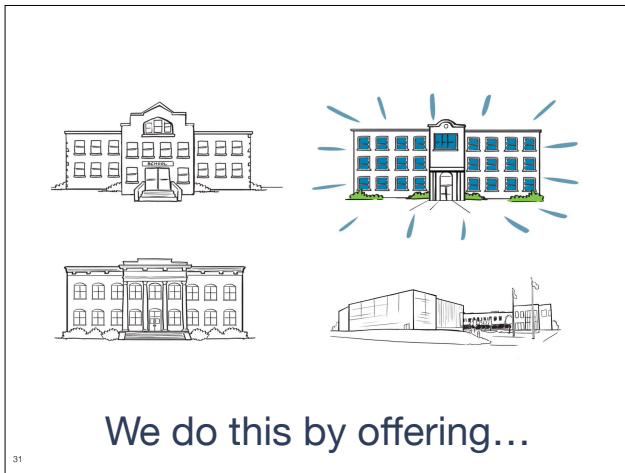
**We exist to...**



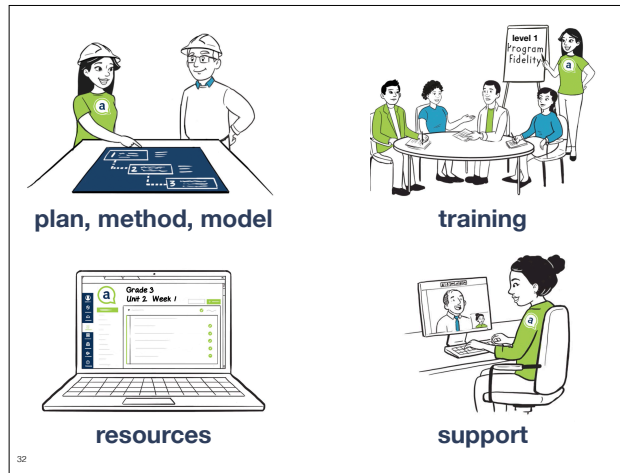
inspire global empathy through education in TWO languages.

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### dli foundational plan checklist

This checklist of addlingua standards and success indicators is designed to support a variety of teachers and school leaders in K-12 contexts in any DLI program model type. This tool serves as a great starting point for dialogue among Professional Learning Communities (PLCs) in dual language immersion programs.

Standards emphasized in each of the professional learning levels are as follows:

level 1: foundations - fundamental practices for dual language immersion educators	level 2: applications - student engagement strategies for dual language immersion classrooms	level 3: extensions - collective responsibility for dual language immersion programs
<ul style="list-style-type: none"> <li>program fidelity - elements of standards 1, 2, and 3</li> <li>dual language development - elements of standards 1, 2, and 3</li> <li>biliteracy and counterbalanced instruction - elements of standards 1, 2, 3, and 4</li> <li>progress monitoring - elements of standards 1 and 2</li> </ul>	<ul style="list-style-type: none"> <li>program fidelity - elements of standards 1, 2, 3, and 4</li> <li>dual language development - elements of standards 1, 2, 3, and 4</li> <li>biliteracy and counterbalanced instruction - elements of standards 1, 2, 3, and 4</li> <li>progress monitoring - elements of standards 1 and 2</li> </ul>	<ul style="list-style-type: none"> <li>program fidelity - elements of standards 1, 2, 3, and 4</li> <li>dual language development - elements of standards 1, 2, and 3</li> <li>biliteracy &amp; counterbalanced instruction - elements of 1, 2, and 4</li> <li>progress monitoring - elements of 3 and 4</li> </ul>

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WE WOULD LOVE TO KEEP TALKING...IN MULTIPLE LANGUAGES!

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 facebook.com/addalingua  
 @addalingua  
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