Promoting and Supporting Global Readiness: Ignite and Keep Languages Alive!

- Magdalena Ruz Gonzalez, Los Angeles County Office of Education
- Dr. Olympia Kyriakidis, San Diego County Office of Education
- Dr. Yee Wan, Santa Clara County Office Of Education
Local Educational Agency

Presenters

Glendale Unified School District,
Sherry Kully, Coordinator II

Riverview International,
Brian Thurman, Ed.D.,
Principal

San Jose Unified School District,
Margaret Petkiewicz, Manager
Learning Outcomes

Participants will:

1) To learn how to promote and support bilingualism and multilingualism.

2) To explore ways language resources can be leveraged with various cultural communities.

3) To share Dual Immersion resources.
“California has the opportunity to build on the linguistic assets that our English learners bring to public schools while also supporting the acquisition of biliteracy and multiliteracy in students whose home language is English” (Introduction, p. 2).
Dual Immersion Definition

Any program that provides literacy and content instruction to all students through two languages and that promotes bilingualism and biliteracy, grade-level academic achievement, and multicultural competence for all students.
Dual Immersion Models

- **Two-way immersion programs**: half of the students are native speakers of the target language; approximately half of the students are native speakers of English; can be 90/10, 80/20 or 50/50 (especially non-transferable languages).
Dual Immersion Models

- Developmental bilingual programs: all students are native speakers of the target language, such as Spanish and English Learners; can be transitional (early exit) or a maintenance model (late exit). Known also as One-Way.
Dual Immersion Models

- **Foreign language immersion programs**: students are native speakers of English (though some may be heritage language learners); can be 90/10, 80/20 or 50/50 (especially non-transferable languages) or a period per day.
Dual Immersion Models

- **Heritage Language Immersion Program**: where all of the students are reclaiming their language; can be 90/10, 80/20 or 50/50 (especially non-transferable languages) or a period per day.
Professional Development:
Dual Immersion 101
Dual Immersion Network Series
Advanced Dual Immersion
http://mas.lacoe.edu
Dual Immersion Network

- A 5-day year long support system with an overview day and visits to four school sites with different models/different languages.

- A walk-through observation template is calibrated and used in observations.
Dual Immersion 101

- A one-day, step-by-step planning workshop
- The Two-Way Immersion Toolkit (CAL) is used
- A resource written by LACOE: Primary Language/Dual Immersion Executive Summary from the CA ELA ELD framework is shared.
Glendale Unified School District (GUSD) Foreign Language Academies of Glendale (FLAG) Dual Immersion Programs

www.gusd.net

Sherry Kully Coordinator II GUSD
How Does Dual Immersion Relate to Glendale Unified School District’s Philosophy?

- Our students are creative, critical thinkers who act responsibly, communicate effectively, and apply knowledge in a diverse, ever-changing world.

- In order to prepare students for their futures the GUSD Board of Education has built into its strategic plan that students will develop fluency in a second language.
<table>
<thead>
<tr>
<th>Language</th>
<th>SCHOOL</th>
<th>Year Program Started</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>Edison Elementary</td>
<td>2003-04</td>
</tr>
<tr>
<td></td>
<td>Franklin Elementary</td>
<td>2009-10</td>
</tr>
<tr>
<td></td>
<td>Toll Middle School</td>
<td>2010-11</td>
</tr>
<tr>
<td></td>
<td>Muir Elementary</td>
<td>2011-12</td>
</tr>
<tr>
<td></td>
<td>Hoover High School</td>
<td>2012-13</td>
</tr>
<tr>
<td>Armenian Heritage</td>
<td>Jefferson Elementary</td>
<td>2006-07</td>
</tr>
<tr>
<td></td>
<td>Toll Middle School</td>
<td>2013-14</td>
</tr>
<tr>
<td>Armenian</td>
<td>Jefferson Elementary</td>
<td>2009-10</td>
</tr>
<tr>
<td></td>
<td>R. D. White Elementary</td>
<td>2010-11</td>
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<tr>
<td></td>
<td>Wilson Middle School</td>
<td>2015-16</td>
</tr>
<tr>
<td>Korean</td>
<td>Keppel Elementary</td>
<td>2007-08</td>
</tr>
<tr>
<td></td>
<td>Monte Vista Elementary</td>
<td>2010-11</td>
</tr>
<tr>
<td></td>
<td>Toll Middle School</td>
<td>2013-14</td>
</tr>
<tr>
<td>German</td>
<td>Franklin Elementary</td>
<td>2008-09</td>
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<tr>
<td></td>
<td>Roosevelt Middle School</td>
<td>2015-16</td>
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<tr>
<td>Italian</td>
<td>Franklin Elementary</td>
<td>2009-10</td>
</tr>
<tr>
<td>Japanese</td>
<td>Verdugo Woodlands Elementary</td>
<td>2010-11</td>
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<tr>
<td></td>
<td>Dunsmore Elementary</td>
<td>2014-15</td>
</tr>
<tr>
<td>French</td>
<td>Franklin Elementary</td>
<td>2013-14</td>
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</table>
What are the FLAG Language Program Options?

Time in each language – Target: English

<table>
<thead>
<tr>
<th>Grade</th>
<th>German</th>
<th>French</th>
<th>Italian</th>
<th>Spanish</th>
<th>Armenian</th>
<th>Japanese</th>
<th>Korean</th>
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<tbody>
<tr>
<td>TK*/Kindergarten</td>
<td>90 : 10</td>
<td>50 : 50</td>
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<td></td>
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</tr>
<tr>
<td>1st</td>
<td>90 : 10</td>
<td>50 : 50</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd</td>
<td>80 : 20</td>
<td>50 : 50</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td>70 : 30</td>
<td>50 : 50</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4th</td>
<td>60 : 40</td>
<td>50 : 50</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5th / 6th</td>
<td>50 : 50</td>
<td>50 : 50</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle School*</td>
<td></td>
<td>1 or 2 Class Periods</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>Maintenance Model</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School*</td>
<td></td>
<td>1 Class Period</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Maintenance Model</td>
<td></td>
<td></td>
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</table>

* Not available for all languages
## 2015-2016 Students in Dual Immersion Programs District-Wide

<table>
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<tr>
<th>Enrollment Totals</th>
<th>TK</th>
<th>K</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
<th>Program Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dual Immersion Students</strong></td>
<td>23</td>
<td>477</td>
<td>460</td>
<td>428</td>
<td>433</td>
<td>367</td>
<td>310</td>
<td>212</td>
<td>91</td>
<td>50</td>
<td>17</td>
<td>12</td>
<td>5</td>
<td>4</td>
<td>2,889</td>
</tr>
<tr>
<td>Enrollment Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Non-Dual Immersion Students</strong></td>
<td>291</td>
<td>1,458</td>
<td>1,433</td>
<td>1,507</td>
<td>1,548</td>
<td>1,534</td>
<td>1,694</td>
<td>1,773</td>
<td>1,797</td>
<td>1,891</td>
<td>1,916</td>
<td>2,062</td>
<td>2,039</td>
<td>2,129</td>
<td>23,072</td>
</tr>
<tr>
<td>Enrollment Total</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>District Enrollment Total</strong></td>
<td>314</td>
<td>1,935</td>
<td>1,893</td>
<td>1,935</td>
<td>1,981</td>
<td>1,901</td>
<td>2,004</td>
<td>1,985</td>
<td>1,888</td>
<td>1,941</td>
<td>1,933</td>
<td>2,074</td>
<td>2,044</td>
<td>2,133</td>
<td>25,961</td>
</tr>
<tr>
<td><strong>Percentage of Dual Immersion Students in GUSD Schools</strong></td>
<td>7%</td>
<td>25%</td>
<td>24%</td>
<td>22%</td>
<td>22%</td>
<td>19%</td>
<td>15%</td>
<td>11%</td>
<td>5%</td>
<td>3%</td>
<td>0.9%</td>
<td>0.6%</td>
<td>0.2%</td>
<td>0.2%</td>
<td>11%</td>
</tr>
</tbody>
</table>
How are FLAG Students Doing Compared to Students in English-only Programs?

<table>
<thead>
<tr>
<th>Language Program</th>
<th>Number of Students who Met or Exceeded Standards</th>
<th>Total Number of Students who took CAASPP</th>
<th>Percent of Students who Met or Exceeded Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Armenian</td>
<td>41</td>
<td>74</td>
<td>55%</td>
</tr>
<tr>
<td>English</td>
<td>46</td>
<td>132</td>
<td>35%</td>
</tr>
<tr>
<td>Japanese</td>
<td>16</td>
<td>22</td>
<td>73%</td>
</tr>
<tr>
<td>English</td>
<td>56</td>
<td>105</td>
<td>53%</td>
</tr>
<tr>
<td>Korean</td>
<td>58</td>
<td>70</td>
<td>83%</td>
</tr>
<tr>
<td>English</td>
<td>126</td>
<td>202</td>
<td>62%</td>
</tr>
<tr>
<td>Spanish</td>
<td>64</td>
<td>111</td>
<td>58%</td>
</tr>
<tr>
<td>English</td>
<td>15</td>
<td>55</td>
<td>27%</td>
</tr>
<tr>
<td>German</td>
<td>13</td>
<td>18</td>
<td>72%</td>
</tr>
<tr>
<td>Italian</td>
<td>14</td>
<td>17</td>
<td>82%</td>
</tr>
</tbody>
</table>
Who are GUSD’s FLAG Program Partners?

- Consulate General of Federal Republic of Germany
- Fondazione Italia
- American Society of the French Legion of Honor
- French Consulate
- International Spanish Academies
- Korean Consulate
- Young Nak Outreach & Transformation (YNOT) Foundation–Korean Programs
- Japan Foundation
- Japan Business Association
- Glendale Masonic Lodge #368
- Davidian & Mariamian Education Foundation
- The Ministry of Diaspora and the Ministry of Education of the Republic of Armenia

Total Amount in Donations from these Organizations – Over $320,000!
John Muir Elementary Gets Recognized as Most Recent International Spanish Academy (ISA) School
Consulate General of Federal Republic of Germany Donates $10,935 to Benjamin Franklin Elementary
Benjamin Franklin Magnet School
International Academy of Glendale – Virtual Tour
Links:
- GUSD.net
- gusdmagnetandflag.com

FLAG Armenian Video
FLAG Japanese Video
What are some points you still need clarification in terms of implementation?

Select 2 ideas that you could begin to implement at your site.

Pair share your thoughts for two minutes.
Dual Language Network

A network for educators who enrich children's lives in dual language programs and support parents' quest for their children to be multilingual, culturally diverse individuals.

To support Dual Language programs, we provide:

- Professional development, resources and tools to help schools develop successful research-based dual language programs,
- Collaboration and networking opportunities for dual language educators and administrators to share best practices, and
- Technical support to help schools/districts create coherence for their dual language programs.
Partnerships

- San Diego County Office of Education
- Confucius Institute – SDSU
- LARC – SDSU
- Foreign Language Acquisition Network - Utah
The goal of the Dual Language Network is to provide information, awareness training, and networking opportunities for dual language educators, and those interested in bilingual immersion programs that promote biliteracy in order to prepare students for today’s global society.
Dual Language Institute
Leveraging Language for Students to Success

• Explore resources, tools, and connections to help students THRIVE at the 15th Annual DLI, March 29, 2016

• Dual Language models continue to evolve, especially with new state standards and rigorous course expectations.

• Featured speakers include Dr. Lily Wong Fillmore, Dr. Cristina Alfaro, Dr. Lily Cheng, Dr. Karen Cadeiro-Kaplan
“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.”

Nelson Mandela
Riverview International Academy

Brian Thurman, Ed.D.,
Principal
Riverview’s Mission

- To provide students with a world-class trilingual instructional program such that they can speak, read, and write in multiple languages, to prepare them for an ever-developing world of technology, cultivate an awareness and respect for other cultures, and empower future leaders of a global society.

- “Preparing tomorrow’s global leaders, today”
Global Citizens

With Riverview’s unique model students will be able to communicate with almost 70% of the world’s population.
Two Models of Trilingual Instruction:

- Mandarin Language Program - 50/50 immersion - Spanish enrichment

- Spanish Language Program - Full Spanish immersion - Mandarin Enrichment
Spanish Immersion Program with Mandarin Enrichment

- **Kindergarten**: 100% Spanish/ Chinese 1x week
- **1st grade**: 90% Spanish/10% Chinese/English
- **2nd grade**: 80% Spanish/20% Chinese/English
- **3rd grade**: 70% Spanish/30% Chinese/English
- **4th grade**: 60% Spanish/40% Chinese/English
- **5th grade**: 50% Spanish/50% Chinese/English
Novice: I can speak in words, phrases and memorized formulas.

Intermediate: I can speak in sentences, and strings of sentences.

Advanced: I can speak in paragraphs with ideas flowing from sentence to sentence.
Mandarin Immersion with Spanish as a 3rd Language

Kindergarten
50% Mandarin/ 50% English with Spanish enrichment (target Novice – Low)

1st grade
50% Mandarin - 50% English and Spanish (Target Novice High)

2nd grade
50% Mandarin – 50% English and Spanish (Target Novice High)

3rd grade
50% Mandarin -50% English and Spanish (Target Intermediate Low)

4th grade
50% Mandarin -50% English and Spanish (Target Intermediate Low)

5th grade
50% Mandarin -50% English and Spanish Target Int.- Low/ Mid)
Language Acquisition Grid

Mandarin Immersion Program

Novice: I can speak in words, phrases and memorized formulas.

Intermediate: I can speak in sentences, and strings of sentences.

Advanced: I can speak in paragraphs with ideas flowing from sentence to sentence.

End of 5th Grade Mandarin Immersion & Spanish Enrichment

AP EXAM

SAT II
Third Grade Student

VIDEO OF THIRD GRADE TRILINGUAL STUDENT
Second Grade Student

VIDEO OF SECOND GRADE SPANISH IMMERSION CLASS
RIA programs have doubled attendance.
CST Test Scores

[Bar chart showing CST scores from 2009 to 2012]
### CASSP Scores - 2015

<table>
<thead>
<tr>
<th>ELA</th>
<th>3rd grade</th>
<th>4th grade</th>
<th>5th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>RV</td>
<td>57 (15+)</td>
<td>69 (27+)</td>
<td>75 (26+)</td>
</tr>
<tr>
<td>LK</td>
<td>42</td>
<td>42</td>
<td>49</td>
</tr>
</tbody>
</table>

Test Scores (Standards Exceeded + Standards Met)  
RV = Riverview  
LK = Lakeside Average  
All Students

<table>
<thead>
<tr>
<th>Math</th>
<th>3rd grade</th>
<th>4th grade</th>
<th>5th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>RV</td>
<td>57 (19+)</td>
<td>61 (28+)</td>
<td>59 (23+)</td>
</tr>
<tr>
<td>LK</td>
<td>38</td>
<td>33</td>
<td>36</td>
</tr>
</tbody>
</table>
What are some points you still need clarification in terms of implementation?

Select 2 ideas that you could begin to implement at your site.

Pair share your thoughts for two minutes.
The SCCOE proudly recognizes our partners who prepare our students for 21st century global competence through policies and actions that value language and cultural assets.

If you talk to a man in a language he understands, that goes to his head.
If you talk to him in his language, that goes to his heart.

Nelson Mandela

We are proud to acknowledge the top 25 languages spoken by students in Santa Clara County:

- English
- Spanish
- Vietnamese
- Mandarin
- Tagalog
- Cantonese
- Korean
- Japanese
- Punjabi
- Hindi
- Russian
- Telugu
- Arabic
- Hebrew
- Farsi
- Tamil
- Khmer
- Urdu
- French
- Portuguese
- Italian
- Gujarati
- German

语言 หัวหน้า Sprache

language 언어 話言 Язык

اللغة زبان languge 語言 Язык

sarita 语言 wika भाषा

言語 wika भाषा

lenguaje
Promote Global Education

- Young Cultural Ambassadors
- Chinese Star Contest
My Name, My Identity
National Campaign

The campaign objectives are to

• Promote awareness to the importance of respecting others’ names and identities in schools

• Build a respectful and inclusive culture in school communities that value diversity across the country
Call for Action

http://mynamemyid.sccoe.org/
San Jose Unified School District (SJUSD)
Two-Way Bilingual Immersion

Margaret Petkiewicz
Manager, SJUSD
PD / Coaching

TWBI K-12 Articulation

Common Assessment

Collaborative Planning

Program Monitoring
Elementary: TK-5

<table>
<thead>
<tr>
<th></th>
<th>TK/K</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
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<td>ELA</td>
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<td>70:30</td>
<td>70:30</td>
<td>50:50</td>
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Subjects in **blue** are in **Spanish**
Subjects in **orange** are in **English**
## Secondary: Middle School

<table>
<thead>
<tr>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Span LA/AL Esp.</td>
<td>Span 1-2 HE/Esp 1-2</td>
<td>Span 3-4 HE/Esp 3-4</td>
</tr>
<tr>
<td>Social Studies/Est. Sociales</td>
<td>Social Studies/Est. Sociales</td>
<td>Social Studies/Est. Sociales</td>
</tr>
<tr>
<td>Eng LA/AL Ing</td>
<td>Eng LA/AL Ing</td>
<td>Eng LA/AL Ing</td>
</tr>
<tr>
<td>Math/Matemáticas</td>
<td>Math/Matemáticas</td>
<td>Math/Matemáticas</td>
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<tr>
<td>Science/Ciencias</td>
<td>Science/Ciencias</td>
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<td>PE/EF</td>
<td>PE/EF</td>
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Subjects in **blue** are in **Spanish**
Subjects in **orange** are in **English**
## Secondary: High School

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<th>Subject 1</th>
<th>Subject 2</th>
<th>Subject 3</th>
<th>Subject 4</th>
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<tbody>
<tr>
<td>9</td>
<td>Span 5-6/Esp 5-6</td>
<td>Sp AP Lang/Esp AP</td>
<td>Sp AP Lit/Esp AP</td>
<td>T &amp; I/T e I</td>
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<tr>
<td>10</td>
<td>World Geog/Geo M</td>
<td>World Hist/Hist M</td>
<td>US Hist/Hist EEUU</td>
<td>Gov Eco/Gob Eco</td>
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<tr>
<td>11</td>
<td>Eng 1-2/Inglés 1-2</td>
<td>Eng 3-4/Inglés 3-4</td>
<td>Eng 5-6/Inglés 5-6</td>
<td>Eng 7-8/Inglés 7-8</td>
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<td>12</td>
<td>Math/Mate</td>
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<tr>
<td></td>
<td>Science/ Ciencias</td>
<td>Science/ Ciencias</td>
<td>Science/ Ciencias</td>
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<td>PE/EF</td>
<td>PE/EF</td>
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</tbody>
</table>

Subjects in **blue** are in **Spanish**
Subjects in **orange** are in **English**
What are some points you still need clarification in terms of implementation?

Pair share your thoughts for two minutes.

Select 2 ideas that you could begin to implement at your site.
Panel: Q & A - Further clarifications?

How prepared is your school/district to teach in a multi-linguistic additive approach?

Share an idea that you would like to implement!