



Two-Way Spanish Immersion Program
Programa de Inmersión Recíproca Bilingüe

Power of Positive

Poder de Positivo

Jewett Elementary School

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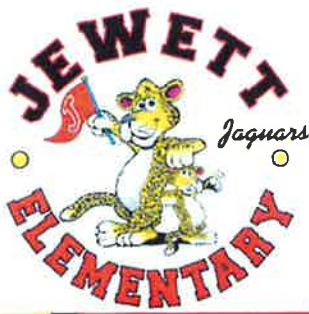
<http://www.district6.org/jes/two-way-immersion-program>



TWI Information Packet

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Two-Way Immersion Program

Program Description

Central Point School District 6 is proud to offer our Two-Way Bilingual Immersion program. An organized curriculum has been thoughtfully crafted to help students develop functional fluency and literacy in their first and second languages, acquire knowledge in all academic subjects, and encourage understanding and appreciation of other languages

and cultures. Central Point School District 6 is excited to offer this enriching program in which children will become lifelong learners of languages. The curriculum is aligned with the Oregon State Standards and participating students will fulfill requirements for both promotion and graduation.

Why Choose an Immersion Program?

An immersion program challenges and stimulates children's cognitive, social and linguistic development. Children are given an authentic setting in which to learn from each other. Immersion students will have the potential to participate in a variety of unique linguistic and

cultural opportunities as bilingual adults. Career options are constantly expanding. They may have more opportunities in international business, diplomacy, teaching, social work, medicine, travel, and innumerable other careers.

Description of Jewett's Program and Class Structure

Jewett will implement one first grade bilingual classroom next year. This class will consist of 15 Spanish speaking students and 15 English speaking students. Each subsequent year we will add one additional bilingual classroom until we have a bilingual strand in our school that goes from kindergarten through 5th grade. Students will remain together as an instructional group as they

move up grade levels. In the primary grades (K-3), a majority of the instruction will be in Spanish. There will be some literacy instruction in both languages in the primary grades to ensure basal reading skills for all students. In the intermediate grades (4-5), instruction will transition to an equal mix of English and Spanish.

Program Goals

Goals of the Jewett TWI program:

- Students will develop high levels of proficiency in their first language.
- All students will develop high levels of proficiency in a second language.
- Academic performance for both groups of students will be at or above grade level.
- All students will demonstrate positive cross-cultural attitudes and behaviors.

Our world is rapidly shrinking; it is increasingly dependent upon communication and understanding among people of diverse languages and backgrounds. Parents select the immersion program to challenge and stimulate their children's cognitive, social and linguistic development. Jewett Elementary is excited to offer students this unique and enriching educational opportunity.

What Type of Student Will Be Successful In a TWI Program?

Research has proven that Two Way Immersion education benefits both native English and native Spanish speakers. Children who have a positive self-image, normal language development and enthusiastic encouragement from home will be able

to succeed in a Two Way Immersion program. Regular attendance and strong parental support for the program are two of the most important factors that determine student success.

Frequently Asked Questions

Will the district provide transportation?

Yes. Students who live outside of the Jewett attendance area will have access to bussing. Families may be responsible for getting their student to their residence school as normal and then transportation to Jewett will be provided from there.

I don't want my students to attend different schools. Can siblings enroll at Jewett too?

Yes. We understand the importance of keeping students at the same school. If requested by the family we will work to make that happen.



El programa de inmersión bilingüe recíproca

Descripción del Programa

El distrito seis de Central Point es muy orgulloso de poder ofrecer nuestro programa de educación bilingüe de inmersión recíproca (BIR). Nuestro currículo ordenado es pensativamente manufacturado a ayudar alumnos a desarrollar fluidez y alfabetización en su primer y segundo idioma, adquirir conocimiento en todas las materias académicas y fomentar comprensivo y valoración

de otros idiomas y culturas. El currículo, también, está alineado a las normas del estado de Oregón y alumnos participantes satisfarán los requisitos para ambos promoción y graduación. El distrito ofrece este programa de enriquecimiento, donde niños llegan a ser aprendices de idiomas para todas sus vidas, para la primera vez este año.

¿Por qué escoger un programa de inmersión?

Un programa de inmersión supone un reto y estimula el desarrollo cognitivo, social y lingüístico de niños. Les da a los niños un área autentico en que pueden aprender el uno del otro. Alumnos de un programa de inmersión tendrán la potencial de participar en una variedad de oportunidades

lingüísticas y culturales como adultos bilingües. Opciones de profesión están creciendo constantemente. Tendrán más y mejor oportunidades en negocios internacionales, diplomáticos, enseñanza, trabajo social, medicina, viajar y muchos más.

Descripción del programa de Jewett y estructura de clase

Jewett implementará una clase bilingüe del primer grado en el año escolar 2014-15. La clase consistirá de 15 alumnos hispanohablantes y 15 estudiantes anglohablantes. Cada año subsecuente, añadiremos una clase bilingüe adicional hasta que tengamos un hilo bilingüe en nuestra escuela que va desde kínder hasta el quinto grado. Los estudiantes quedarán juntos como un grupo de enseñanza cada año cuando ascienden los grados. En los grados

primarios (K-3), la mayoría de la instrucción estará en español. Estará, también, instrucción de alfabetización en ambos idiomas en los grados primarios para asegurar habilidades básicas de leer para todos los alumnos. En los grados intermedios (4-5), la instrucción de alfabetización cambiará a una mezcla e igual de inglés e español.

Metas del programa

Estudiantes del programa de educación bilingüe de inmersión recíproca de Jewett serán capaces de

- >Desarrollar altos niveles de aptitud en su primer idioma
- >Desarrollar altos niveles de aptitud en su segundo idioma
- >Mostrar resultados en los exámenes estatales igual a o mejor de su grado
- >Demonstrar actitudes y comportamientos multiculturales positivos

Nuestro mundo está reduciéndose rápidamente. Dependemos más y más en la comunicación y comprensivo entre personas de idiomas y antecedentes diversos. Los padres escogen un programa de inmersión para suponer un reto y estimular el desarrollo cognitivo, social y lingüístico. La escuela básica de Jewett está emocionada de ofrecer esa oportunidad educativa única y rica.

¿Qué tipo de niño tendrá éxito en un programa BIR?

Investigación ha demostrado que programas de BIR tienen beneficios para ambos alumnos hispanohablantes y alumnos anglohablantes. Niños que tienen un autoimagen positivo, desarrollo lingüístico normal y ánimo entusiástico de su hogar

tendrán éxito en un programa BIR. Asistencia regular y apoyo fuerte para el programa son las dos cosas más importantes en determinando el éxito estudiantil.

Preguntas comunes de los padres

¿El distrito provendrá transporte?

Sí. Los estudiantes cuales viven afuera del área de asistencia de Jewett tendrán acceso a transportación escolar por bus. Es posible que familias sean responsables para llevar a su alumno a la escuela de su área de asistencia como normal y el transporte escolar sería proveniente de allá.

No quiero que mis alumnos asistan a escuelas diferentes, ¿Los hermanos podrían inscribirse en Jewett también?

Sí. Entendemos la importancia de tener la familia junta y los alumnos a la misma escuela. Si la familia solicita que los hijos estén juntos, lo haremos.

Two-Way Immersion Education: The Basics

Dual language programs use two languages for literacy and content instruction for all students. In the United States, programs use English and a partner language, often Spanish. The programs provide the same academic content and address the same standards as other educational programs. They provide instruction in the two languages over an extended period of time, from kindergarten through at least fifth grade. Instruction is in the partner language at least 50% of the time.

Two-way immersion, a kind of dual language education that combines students from two language groups for instruction in both of their languages, has been in existence for nearly 40 years, and its popularity has grown. During the first 20 years, the number of new programs remained relatively low. Only 30 programs were known to exist in the mid-1980s (Lindholm, 1987). Over the past 15 years, however, the number of programs has risen rapidly. Recently, 315 programs were documented (Center for Applied Linguistics, 2005). The majority of them are Spanish/English programs in public elementary schools.

Features of Two-Way Immersion Programs

High quality two-way immersion programs share certain features.

The programs include fairly equal numbers of two groups of students: native English speakers and English language learners (native speakers of another language, such as Spanish, Korean, or Chinese). Two-way immersion is a unique kind of language education because it involves two languages in two ways: Two languages are used for instruction, and two groups of students are involved—students who are native English speakers and students from another language background, most often Spanish.

The programs are integrated. The native English speakers and English language learners are grouped together for core academic instruction (i.e., math, social studies, and science), not just physical education and music, for all or most of the day.

The programs provide both groups of students with core academic instruction in both languages. There are two main program models in two-way immersion education that are generally referred to as “90/10” and “50/50.” In a 90/10 model, 90% of instruction in the first year or two is in the partner language and 10% in English. Over the course of the primary grades, the percentage of instruction in the minority language decreases, while the percentage of instruction in English gradually increases. By about fourth or fifth grade, instructional time in each language reaches a 50/50 ratio. In the 50/50 model, instruction in English and the partner language is divided evenly at all grades.

Goals of Two-Way Immersion Programs

Programs typically aim for these general goals:

Students will develop high levels of proficiency in their first language. This goal means that native English speakers will develop high levels of listening, speaking, reading, and writing ability in English, and English language learners will develop these same abilities in their native language (e.g., Spanish). Neither group of students will have to forego development in the native language as second language proficiency improves.

All students will develop high levels of proficiency in a second language. Native English speakers will have the opportunity to develop high levels of oral and written proficiency in a second language. English language learners will have the opportunity to develop high levels of oral and written proficiency in English. The English language development of English language learners will not be diminished because they are also receiving instruction in their native language. Two-way immersion programs are called *additive* bilingual programs for both groups of students: they give all students the opportunity to maintain and develop oral and written skills in their first language while they simultaneously acquire oral and written skills in a second language.

Academic performance for both groups of students will be at or above grade level. Dual

language programs maintain the same academic standards and curricula that are in place for other students in a school district. Academic requirements are not diluted for dual language students, and the same levels of academic performance are expected for them as for other students in the district. Evidence that this goal is attainable has been documented in empirical studies (Cazabon, Nicoladis, & Lambert, 1998; Lindholm-Leary, 2001; Thomas & Collier, 2002).

All students will demonstrate positive cross-cultural attitudes and behaviors. Because TWI classrooms bring together students from different language, racial, ethnic, and socioeconomic backgrounds, they allow students to learn first hand about cultures that are different from their own. Research has shown evidence of positive cross-cultural attitudes being developed through TWI programs (Cazabon, Lambert, & Hall, 1993; Freeman, 1998). Other studies point to the dominance of the English language and the native English speakers in the TWI classroom (Amrein & Peña, 2000; Carrigo, 2000; McCollum, 1999), suggesting that particular attention may need to be paid to this goal.

Well-implemented two-way immersion programs are among the most impressive forms of education available in the United States. Students who participate in these programs gain grade level academic ability, well-developed language and literacy skills in two languages, and cross-cultural competence.

For more details about the basics of two-way immersion, read *Two-Way Immersion 101: Designing and Implementing a TWI Education Program at the Elementary School Level*, an Educational Practice Report published by the Center for Research on Education, Diversity & Excellence (CREDE). For the full text of *Two-Way Immersion 101*, visit <http://www.cal.org/twi>.

This document is part of the Two-Way Immersion Toolkit, edited by Elizabeth R. Howard, Julie Sugarman, Marleny Perdomo, and Carolyn T. Adger (2005, The Northeast and Islands Regional Educational Laboratory at Brown University — Education Alliance).

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How Can I Help My Student...

if I don't speak Spanish?

QUICK TIPS:

- Read with your student for at least 20 minutes a day in your native language
- Have your student tell you about their day and what they learned
- Provide time, space and materials for your student to complete their homework
- And, understand that your student will be very tired after working hard in both languages all day. They may need a nap, time and space to rejuvenate before beginning homework or detailing their day.

Supported Success

Parents can support students at home by making sure that they have the right environment and tools to get homework done (e.g., a quiet space and enough time, paper, dictionaries in both languages, writing utensils, and art supplies such as construction paper, paste, tape, and colored makers). Parents can also ask questions about the homework in the language spoken at home, thus giving the students opportunities to explain the assignment in their first language.

The program can also provide homework support. One of the best supports is ongoing communication between the teacher and the parents through a weekly newsletter in both languages. In the newsletter, the teacher can describe the topics that are being taught and provide an overview of homework assignments for the week, along with written guidance for complicated assignments (and perhaps some models of completed assignments). Teachers can also set up a class buddy system, matching an English-speaking student with a student speaking the other program language to help one another with homework. Yet another way that the program can provide homework support is by running an after-school homework club where students can receive support on long-term projects or on a daily basis.

Finally, the program can organize a homework hotline or a group of parent volunteers to provide homework support in one language or another, by telephone or email. Alternately, the teacher or parent volunteers could tape-record the homework each day along with helpful suggestions for completing it.



Instructional Percentages of Language Delivery for Both Languages for All Students

Percentage of time spent in each language by grade level

	K	1	2	3	4 & 5
Spanish	90	80	70	60	50
English	10	20	30	40	50

Instructional Percentages of Language Delivery for Both Languages for All Students

The program's policy of language separation means that teachers and students will stay in one language rather than mixing English and Spanish during a given period of instruction. Since Spanish proficiency is the target language for the program, teachers will deliver specific content in the Spanish language, focusing not only on mastery of content but also on the acquisition of language, including vocabulary and language structure and functions. Studies in second language learning indicate that a clear separation of languages for instruction helps to promote communication skills, build the student's need to use the language, and support metalinguistic transfer. Instruction is designed carefully to integrate language and content, to address second-language learner needs, and to encourage the transfer of skills, strategies, and knowledge across languages (Howard, Sugarman, Perdomo, and Adger, 2005).

TWI Language of Instruction by Grade Level

	K-1	2	3	4	5
Spanish Language Arts	Spanish	Spanish	Spanish	Spanish	Spanish
Mathematics	Spanish	Spanish	English	Spanish	English
Science	Spanish	Spanish	Spanish	English	Spanish
Social Studies	Spanish	English	Spanish	Spanish	Spanish
Eng. Language Arts and Academic Eng.	English	English	English	English	English

****Courses in 4th and 5th grades will vary by language based on curricular materials but will always total 50% of the day in each language.*

Jewett Elementary
Two Way Bilingual Immersion
Assessment Planning

September

- School wide easyCBM Spanish Math, Spanish Literacy (Aida, Laura)
- Or Kindergarten Readiness Reading/Math, English/Spanish
- FLOSEM English/Spanish (Late September)
- EDL (on back order with Pearson)
- Woodcock-Muñoz (for Kinders to identify ELs)

January

- School wide easyCBM Spanish Math, Spanish Literacy (Aida, Laura)
- EDL

March

- ELPA
- FLOSEM English/Spanish

May

- School wide easyCBM Spanish Math, Spanish Literacy (Aida, Laura)
- EDL
- Aprenda
 - Preprimario 2 (Kinder)
 - Primario 1 (First)

Foreign Language Oral Skills Evaluation Matrix (FLOSEM)

- Continuity among teachers

Evaluación del desarrollo de la lectura (EDL2)

Spanish Math

- Can't show language gains in Spanish if they are assessing in English
- Looking at language and content



Recursos Adicionales / Additional Resources

Centro para Idiomas: Herramientas de Educación Bilingüe de Inmersión Recíproca

- http://www.cal.org/twi/toolkit/PI/PI_intro_s.htm

Center for Applied Linguistics: Two Way Immersion Toolkit

- http://www.cal.org/twi/toolkit/PI/PI_intro_e.htm

Adentro de Inmersión / Inside Immersion

- <http://vimeo.com/16107154>

Spanglish Baby

- <http://spanglishbaby.com/>
- <http://spanglishbaby.com/2013/06/dual-language-immersion-and-bilingual-education-schools-video/>

La Inmersión Recíproca de Utah – Tener la Experiencia / Utah's Dual Immersion – Experience It

- <http://utahspanishdualimmersion.org/spanish/experience-it/>

Un Repaso del Programa de Inmersión Estatal de Utah / An Overview of Utah's Statewide Dual Immersion Program

- <http://www.youtube.com/watch?v=hTG0YFU8vWA>



Jewett Elementary

2014-2015

Hackwell	Stone	Lunte	Alden	Elmer
3rd 15	4th/5th 16	5th 17	5th 18	4th 19

Girls RR	Petersen	Ward	Miller
Boys RR	3rd 20	3rd 21	4th 22
Staff RR			

Anderson	K. Lit	Corbett	Cooper	K. Dev
K 7	K 8	K 9	K 10	Ymca 11

Girls RR	Swift	Cawthorne	Ratty
Boys RR	2nd 12	2nd 13	2nd/3rd 14
Staff RR			

Library		Stormberg	Tompkins	Schoneberger	Title I	Media
		1st 4	1st 3	1st 2	1st 1	Center

Health Center	Stage	Thompson	ELD
		Coffman	
Cafeteria			
			Kitchen
Mr. Rambo	Office	Zurek	Speech
	Staff Room	Staff Room	Supply Room

Navickas	Webb
Resource 6	1st 5

