



FAQ: Dual Language Immersion & Rising Grade 5

1. What is the difference between a one way immersion and a two way immersion program?

One-way Immersion programs serve one group: This program serves a student population composed of a predominant majority of native English language speakers with limited to no proficiency in the L2 (e.g. Chinese, French, Portuguese, Spanish, etc.).

Two-way Immersion programs serve two groups: This program serves English speakers and L2 speakers. A 1:1 ratio is the ideal ratio to be maintained for these two language groups, but a minimum requirement is a 2:1 ratio, or at least one-third of students native speakers of the L2. Two-way Immersion programs are sometimes called two-way bilingual or Dual Language.

2. Is this true immersion? There are different ideas out there of what "immersion" actually means?

From kindergarten through third grade, the target language curriculum includes literacy study and the majority of the content subjects (math, science, and social studies). The English curriculum focuses on English language arts and some collaborative reinforcement of the content. Teamwork is essential! The curriculum shifts in the fourth and fifth grades. While most conceptual instruction in Math and Social Science is taught in English. Practical application of these subjects remains in the target language. In the sixth grade, social science shifts back to the target language and science shifts to English instruction. These curriculum changes in the upper grades purposefully allow for more instruction time in the target language, focusing on literacy study and increasing student proficiencies. Specific proficiency goals for every Dual Language Immersion language are set at each grade level in all areas: reading, writing, speaking, and listening. (definition per Utah World Language Immersion Program)

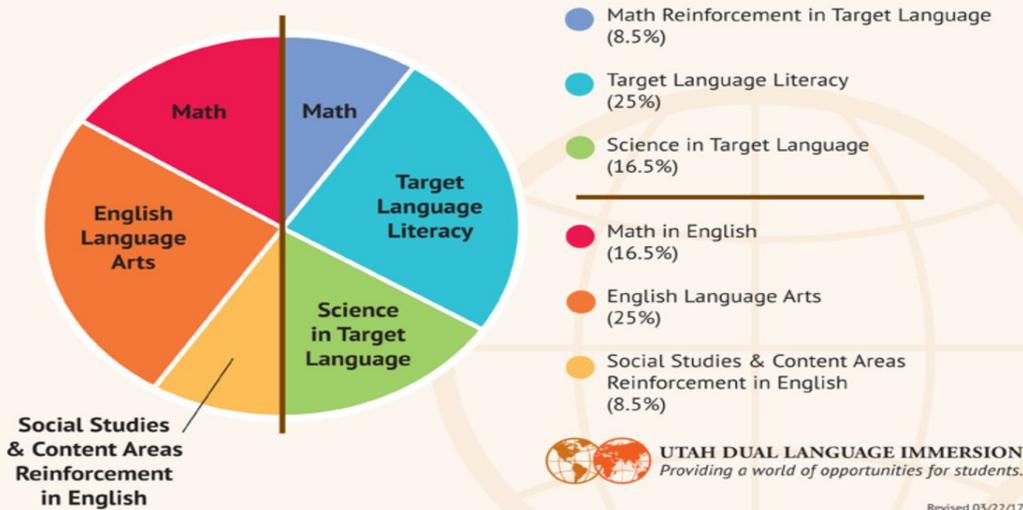
3. Why doesn't grade 5 DLI stay at the elementary schools?

As our fifth graders move into the Broad Rock Middle School from their respective elementary school, they are coming together as a community of learners on their educational journey through grade 12. While some of our students partake in the DLI program, they all are members of the grade 5 learning community. Additionally, there are logistical implications when considering where a grade 5 DLI program is housed. In order for the grade 5 DLI program to stay in the elementary schools, all of the elementary schools would need to be redistricted. Current physical space and guidelines from RIDE determine how many students can occupy buildings.

4. What will DLI grade 5 look like?

DLI grade 5 will follow a One Way Model as the majority of students are English speakers and instruction will be based upon the model from the state of Utah. Our grade 5 program was designed in consultation with Karl H Bowman, M. Ed. World Languages & Dual Language Immersion Specialist - Teaching and Learning - Utah State Board of Education and will be a rigorous, research-supported program with curriculum to meet students where they are in order to progress through future language courses. Students will receive Social Studies, Science and Spanish Language Arts in Spanish and Reading, Writing and Mathematics in English. Vocabulary will be reinforced with the partnering English teacher. We are following the lead of experts in Utah who are responsible for currently delivering DLI programs to 60,000 students of which there are 29 one-way programs in Spanish.

Dual Language Immersion Instructional Time : Grades 4-5



5. **What was the process in creating the new entry point for the 5th grade next year?**
In response to numerous inquiries and requests from stakeholders in the traditional/monolingual program, we have added another opportunity for World Language studies for South Kingstown students. This new cohort for grade 5 students will provide a World Language Experience using dual language strategies. All grade 5 students will receive Spanish instruction during a weekly World Language class, differentiated to meet the needs of each group of students.

6. **Will Grade 7 Spanish 1 be challenging enough for DLI students?**
As identified in our programming, grade 7 is still in draft. We will continue to partner with colleagues in Utah to learn more about creating courses that will be offered to DLI students. We will develop a rigorous, research-supported program and curriculum to meet students where they are in order to progress through eighth grade and future coursework.

7. **When will the new teacher positions be posted and what certifications are required?**
*The position has been posted and is available here:
<https://www.schoolspring.com/jobs/job.cfm?jid=3298808&>
 And Current RIDE Elementary Bilingual And Dual Language Education Teacher & Elementary Education Teacher Certifications*

8. **How will these new teachers be supported? Will they have mentors from the existing staff? Will they have time to collaborate with their partner teachers at BRMS?**
As recruitment and retention are our top priority, we are excited to announce a partnership with the state of Utah in designing curriculum and supporting all DLI teachers with professional development beginning this summer. Teachers will have the opportunity to participate in modules at the end of July and join virtual sessions with Utah teaching experts in the beginning of August. Throughout the school year, we will continue to organize the efforts of both administrators and teachers to continue this work. We believe our team of DLI and World Language teachers in South Kingstown will delve into rich, pedagogical planning as we prepare an opportunity for bilingualism in defining a clear portrait of a “prepared graduate”. Additionally, the school district strategically partners new to the district with a highly effective teacher. All teachers collaborate in authentic Professional Learning Communities.

9. **Why has the SKSD Leadership Team relied on the Utah Dual Language Immersion Structure for guidance in designing our program?**

As we researched the programming in SKSD we learned that the foundation was built upon the work in UTAH. We began reaching out to UTAH during the summer of 2019 to be sure that we would continue to align with this foundation. We learned of the work in Delaware and that Utah had made some changes as a result of research. The primary reason that we felt that Utah was a model that could work is that in Utah the Dual language immersion is a general education program, not a gifted or high ability program. Utah strongly feels that the dual language immersion program is an effective educational option for children from diverse backgrounds and all ability levels. This model of ALL children was critical for us to move forward.

10. Who is the consultant that has helped you to develop this next phase of DLI in South Kingstown?

The SKSD Leadership Team has used the Utah Dual Language Immersion Structure as our guide. We have been working with the State Legislature/Utah State Board of Education/Governor's Office leader and DLI Specialist, Karl Bowman. The organization chart for his department can be found here:

<http://www.utahdli.org/org-chart/>

11. What are the next steps to continue to grow the World Language and Culture Program in SKSD?

The SKSD Leadership Team believes that we need to ensure a program that supports ALL children. EQUITY is at our core values. We will move forward with a focus on world language and culture for all. This overview was shared with our School Committee in April. We are committed to a future where ALL children in SKSD will be part of a program where this ever-changing, growing, global economy, knowledge of world languages, and cultures is essential.

This is the link to the draft programming that was shared at the School Committee Meeting in April. This is subject to change and dependent upon funding. This is a priority.

[https://go.boarddocs.com/ri/soki/Board.nsf/files/BP4UJN7C3DF8/\\$file/Superintendent_Report_WLC_April2020.pdf](https://go.boarddocs.com/ri/soki/Board.nsf/files/BP4UJN7C3DF8/$file/Superintendent_Report_WLC_April2020.pdf)