

Dual Language Immersion



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Dual Language Immersion Report

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In 2007, the Utah Legislature passed the Critical Languages Program (Senate Bill 80, Sponsor Sen. Howard Stephenson) This legislation created a series of initiatives that would have long lasting and profound effects on education in Utah. Beginning with the establishment of a Governor's World Language Council, the USOE engaged business and education leaders regarding the economic and social benefits of a multi-lingual citizenry. The group followed through by creating the Utah World Language Roadmap, a comprehensive plan to prepare the populace - linguistically and culturally – for full participation in the global marketplace.

In 2008, the Utah Legislature responded by passing the International Initiatives (Senate Bill 41, Sponsor Sen. Howard Stephenson), which funded a ground breaking early language program addition to the Critical Languages program that would grow exponentially and push Utah to the forefront of language education in the nation. The elementary Critical Languages program was named the Utah Dual Language Immersion (DLI) Program, this Critical Language program offered incentives to local districts and schools to implement a program that required them to provide instruction exclusively in a language other than English for half of the elementary school day. Most of the programs began in first grade, with a few starting in kindergarten. Three languages were supported at the implementation outset in 2009: Chinese, French, and Spanish. Portuguese was added in 2012 and German was added in 2014. Schools were provided the necessary curriculum and professional development by the USOE to support the program, including help recruiting and training teachers.

In 2010, current Governor Gary Herbert issued a challenge to Utah educators to implement one hundred Dual Language Immersion programs throughout Utah by 2015, with a goal of enrolling 25,000 Utah students. Due to the early success of the program and public demand, Governor Herbert's goal was reached in 2015 with 138 DLI Schools and approximately 29,000 students.

In 2014, the former secondary Critical Language program became the secondary Dual Language Immersion program to improve quality, efficiency, and cost effectiveness. The DLI Program has become extremely cost effect with a yearly cost of approximately \$100 per student above traditional instruction.

Currently there are 22 School Districts and 4 Charters Schools participating. The largest school district based on student population is Alpine School District with an approximate

student population of 72,000, and the smallest school district based on student population is South Summit with an approximate student population of 1,450. For the 2016-17 school year there are projected to be 160 DLI Schools and over 34,000 students.

Although it is not within the scope of the requested questions, it is important to note that more than thirty other states have visited the Utah DLI program and multiple DLI programs are springing up around the nation based on the Utah DLI model. The Utah DLI program design and curriculum materials are being used by LEAs in states like Arizona, California, Colorado, Idaho, Oklahoma, Montana, Texas and Wyoming in the West, to South Carolina and Georgia in the South, as well as in a major statewide initiative in Delaware, Indiana and soon in Rhode Island. It is inarguable that the Utah DLI model of instruction in which public-school children of all abilities and socio-economic conditions, from urban to rural areas of the country and from homes in which many languages are spoken, offers a new kind of 21st Century education, which is both rigorous and cost effective.

The 2013-14 school year marked the first cohort of the new DLI secondary program, formally Critical Language program. The grade 7-9 courses focus on critical thinking, analysis, and academic speaking and writing skills that ready them for university study career pathways. Classes are designed to challenge students with authentic and culturally significant texts published for native speakers. Students are asked to grapple with real world, complex issues centered on interdisciplinary themes, essential questions of inquiry, and cultural understanding.

The vision for a “DLI Language Bridge Project” developed thanks to a unique partnership between Utah’s seven four-year institutions of higher education (UU, USU, UVU, WSU, SUU, DSU, BYU) and the USOE. With these course offerings, all students who pass the AP Language and Culture exam will be eligible to take upper division (3000 level) university language courses in the high school setting. Utah DLI is a K-12 program with a K-16 goal!

USOE Agency Oversight

The USOE World Language & Dual Language Immersion Specialist, Gregg Roberts, closely monitors all schools and meets regularly with school principals and district administrators. USOE provides state-level leadership for the rapidly increasing number of DLI programs in Utah schools in the research, planning, professional development and curriculum development phases. For example, the USOE has: 1) developed a generic model language and literacy framework that is aligned to the Utah Core Curriculum; 2) developed language-specific versions of that framework in Chinese, French, German, Portuguese and Spanish; 3) developed materials to enable the teaching of other content areas, e.g. math, science, art, health and social studies, in Chinese, French, German, Portuguese and Spanish so half of the school day can be taught in those languages while still enabling children to meet state standards in all content areas; 4) developed a model for the preparation and on-going support of Dual Language Immersion teachers, instructional leaders, and principals.

Student Outputs

Performance Measure 1: Utah students in DLI programs will reach age-appropriate levels of proficiency in the languages they are studying, and will meet all core content-area standards as required by Utah State law.

- Measure 1.1 The Utah model for K-12 DLI program is a statewide model of a well-articulated sequence of language study that reflects current research in foreign language education; provides an uninterrupted pathway for students to meet the Utah Core Standards for World Language Learning; and prepares students to be Career and College Ready (50-50 immersion program with half of school day in the target language during grades 1-6, two courses during grades 7-9, and one university 3000 level course in grades 10-12.)
- Measure 1.2 The DLI programs uses performance assessments to measure learning, inform instruction and improve student proficiency in the target languages in a constant loop of assessment, feedback, and adjustment.
- Measure 1.3 The Utah K-12 DLI program prepares students to reach the Advanced level of proficiency as measured on the ACTFL scale in the targeted languages by grade 12.
- Measure 1.4 The Utah K-12 DLI program prepares students to meet all content area standards required by state law.

Performance Measure 2: Program teachers will be well prepared to teach in a standards-based DLI program that reflects best practices and current research in second language acquisition.

- Measure 2.1 Teachers are knowledgeable about and skillful in teaching, assessment, and instructional planning through an on-going, job-embedded professional development program.

Performance Method 3: The project will collaborate and share with the profession nationally its activities and products.

- Measure 3.1 The project shares in the state and nation the results and products of the project, including the generic and the language-specific literacy frameworks and curricula as well as the principles and processes developed for DLI programs.
- Measure 3.2 Project staff collaborates with institutions of higher education and other districts and states working to develop and evaluate frameworks and curricula in the target languages.