Leveraging State Resources to Enhance & Expand DL/I Programs

Home Educators - Students & Families - Districts & Schools - Data & R	eporta - News - About DPI -
IC DPL * Districts & Schools * Classifican Resources * Academic Standards * Programs and indicatives *	Dué Laiguage Portension
Dual Language Immersion	Programs and Initiatives
3	Character Education
Vision & Mission	Dual Language Immersion
The vision of the North Caroline State Board of Education is that every public school student in North Carolina will be empowered to accept academic challenges, prepared to pursue their	NC Council on the Holocaust
chosen path after graduating high school, and encouraged to become lifetong learners who will engage in a globally-collaborative society.	NC Healthy Schools
Global Education is the means to ensuring that our North Carolina public school graduates are slobally ensaged and productive citizens.	STEM Education and Leadership
	United States Senate Youth

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8th International Conference on Immersion and Dual Language Education

March 4, 2022

10:05 - 10:55 am

State Board of Education | Department of Public Instruction

NCDPI DL/I Team Co-Leads



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Supporting NC DL/I

Dual Language/Immersion (DL/I)

- Advocacy Tools
- Professional Development
- State Resources
- Policies & Recognitions





Royalty-Free photo: Person in black holding a umbrella | PickPik

Advocacy Tools

Reports

Research

NC DL/I Program Directory





Royalty-Free photo: Person in black holding a umbrella | PickPik

Reports 2021 Canvass of DL/I Programs in US Public Schools

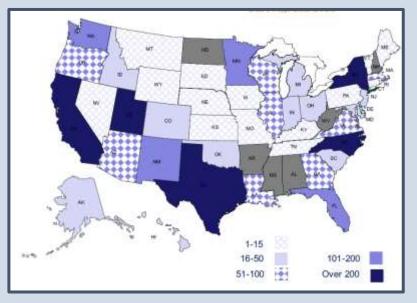
There are more than 3,600 DL/I programs across the United States. California, Texas, New York, Utah, and North Carolina account for almost 60% of all programs.

NC is in the Top 5 of the US and #1 in the Southeast



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Research

Benefits of (DL/I) programs for students Thomas & Collier Research

- Executive Summaries
- Full Reports
- Published graphs from Chapter 5 of Dual Language Education for a Transformed World



There is a considerable body of research that outlines the benefits of dual language/immersion (DL/I) programs for students, including:

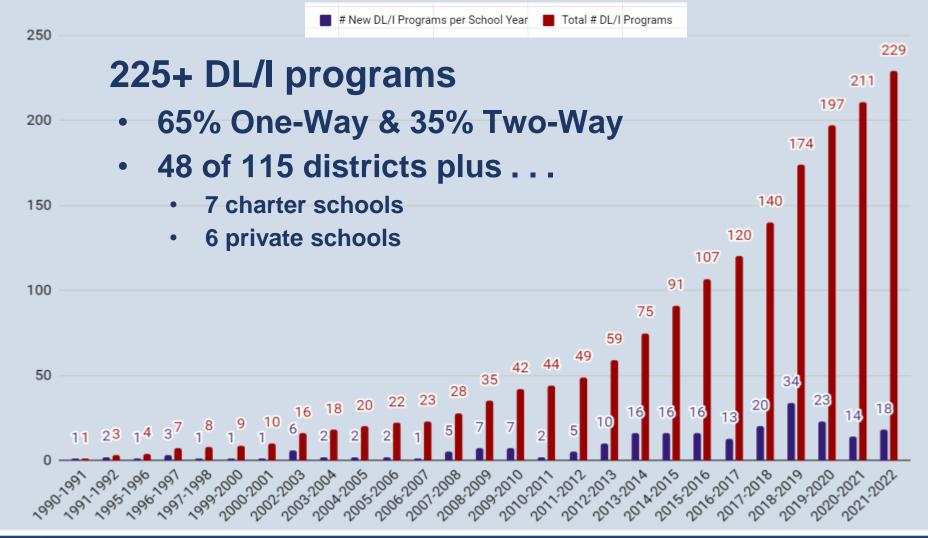
- higher academic performance,
- greater cognitive development in mental flexibility, creativity, and divergent thinking,
- high levels of proficiency in the DL/I program language and in English.
- positive cross-cultural attitudes and behaviors, and
- enhanced career opportunities.

Thomas & Collier Research

The Thomas and Collier DL/I longitudinal studies were done in North Carolina by Professors Emeritus at George Mason University, Dr. Virginia Collier and Dr. Wayne Thomas. This research documents how being in a DL/I program benefits all students and how this can close the achievement gap.

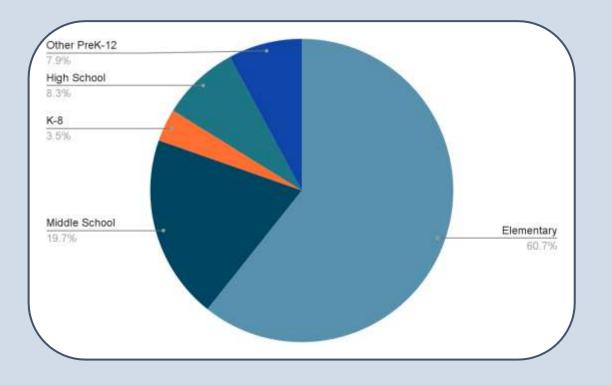
Please see the details below about the Thomas & Collier studies, including the annual reports and information about the study shared in books and presentations.

NC DL/I Program Directory





NC DL/I Program Directory



188 Spanish 22 Chinese 7 French 5 German 4 Japanese 1 Cherokee 1 Greek 1 Urdu



NC DL/I Program Directory



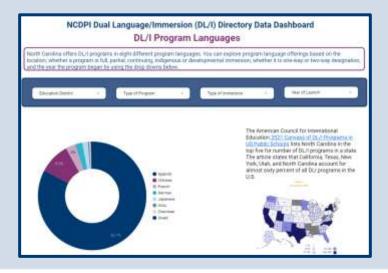
Full Immersion Partial Immersion Continuing Immersion Developmental Bilingual Indigenous Immersion

Contact Us

Statewide DL/I Program Directory

If you have questions about a dual language/immersion (DL/I) program in North Carolina, please contact the DL/I administrator(s) for the Public School Unit (PSU) on this <u>spreadsheet</u> or use the spreadsheet to explore the DL/I programs across the state. Details posted include contact information for administrators and principals. DL/I program website for the PSU, school name, DL/I language, type of immersion, program model, year of launch, school website, etc.

bit.ly/NCDLlinfo





What DL/I advocacy tools do you, or could you, use?

- a. Reports (national, regional, state, local)
- b. Research (summaries, articles, books, etc.)
- c. Statewide Directory, or another configuration such as districtwide or regional
- d. List of DL/I program details like type of immersion, languages, terminology, contact information for administrators and schools
- e. Other?

How do you, or could you, use this information to leverage resources to enhance and expand DL/I programs?



Professional Development

Book Studies

Conferences

IHE Programs

Webinar Series





Book Studies

canvas COMMONS

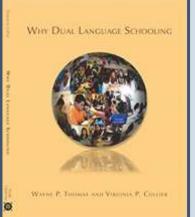




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VIRCORE IT COLORS AND WAVES - THOMAS



TRANSFORMING SECONDARY EDUCATION: MICOLE AND HIGH SCHOOL DUAL LANGUAGE PROGRAMS



Manager, P. Consumation Warrist, P. Tochino,

2022-23 - Instructor-led offering of Book Study #2: The Red Book

Chapter 5: Astounding Effectiveness: The NC Story



















Georgia Dual Language Immersion Institute

IHE Programs University of North Carolina (UNC) System

East Carolina University DL/I Administration Certificate

College of Education



UNC Greensboro EnACTeD 2016 - 2021 IGNITE 2021- 2026

UNC Charlotte <u>The National Dual Language Educator</u> <u>Teacher Preparation Standards</u>







Annual Webinar Series

Go to <u>https://bit.ly/DLlinNCwebinars</u> for registration, asynchronous option, and archives for local use

Dual Language/Immersion Webinar Series Canvas Hub

2021 - 2022 Broadcasts:

- Thursdays from 3:30 5:00 pm Eastern
- October 14, December 9, February 10, April 14

Program and pedagogical best practices for implementing K-

12 DL/I programs using the lens of the TELL Project:

- CO3: Collaboration
- PR2: Professionalism
- PL6: Planning
- LT4: Learning Tools





What DL/I professional development do you offer or access?

- a. Book studies done online, in-person with local teams, etc.
- b. Conferences (state, regional, national, international)
- c. Institutes of Higher Education (IHE) programs, certificates, and publications
- d. Webinar series or in-service trainings

e. Other?

How do you, or could you, use this information to leverage resources to enhance and expand DL/I programs?



State Resources

DL/I Discourse Magazine DL/I Advisory Board State FAQs DL/I Terms for NC





DL/I Discourse Magazine





DL/I Advisory Board

K-20 representing DL/I programs across NC:

- Advise on policy and implementation questions
- Give input on materials, resources and information created and disseminated to support DL/I implementation
- Provide feedback on the PD needs of the DL/I field
- Serve in small groups or committees to build DL/I processes, resources, etc.
 - SurF Committee
 - ELs in DL/I Committee
 - EL IHE Ad Hoc Committee
 - <u>DL/I FAQ</u> Ad Hoc



State FAQs: bit.ly/NCDLlfaqs

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AQs	Research	Standards	Ierms	
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		d <u>Frequently A</u> ions plus a list	ked Questions (FAQs) for DL/L program: of acronyms:	व, which are
1. (Contacts			
2. (DL/I Programs			
3. [DL/I Program:	Students		
4. [DL/I Program:	Teachers		
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6. [DL/I Students	Exceptional C	ildren	
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8.1	nstruction			
9.1	Media & Comr	nunications		
10.1	Festing & Acc	ountability		
11. 7	Resources			
12. 5	Standards			
			are this shortened URL: https://bit.ly/N	

DL/I Terms for North Carolina

Types of Immersion

There are two types of immersion programs: One-W the population of students being served in the DL/I

- One-Way Immersion Students enrolled in the monolingual speakers, either of English or of t
- Two-Way Immersion Students enrolled in the native speakers of English and native speakers

Types of Programs

There are several types of DL/I programs offered in North Carolina.

- Continuing Immersion Designed to continue a DL/I program at the secondary level (middle school/junior high, high school). Courses are delivered in English or the DL/I program language, depending on scheduling and other factors.
- Developmental Bilingual Designed for English Learners (ELs) to develop English proficiency, as well as to maintain and improve their native or heritage language skills. Content is delivered in the DL/I program language and in English.
- Full Immersion Structured for environments where the DL/I program language is used exclusively or for the majority of the day. Content is delivered in the DL/I program language. English language arts is typically introduced around grade 2.
- Indigenous Immersion Designed for language and culture revitalization in indigenous communities. Content is delivered in English and the DL/I program language.
- Partial Immersion Structured for environments where the DL/I program language is used for some portion of instructional time that is less than half. Content is delivered in English and in the DL/I program language.



What DL/I resources do you create, disseminate, or access?

- a. Publication(s) like the DL/I Discourse
- b. DL/I Advisory Board
- c. State Frequently Asked Questions (FAQs)
- d. DL/I Terms
- e. Other?

How do you, or could you, use this information to leverage resources to enhance and expand DL/I programs?



Policies & Recognitions

Global-Ready Schools & Districts

Global Educator Digital Badge

Global Languages Endorsement, NC's Seal of Biliteracy





Global-Ready Designations

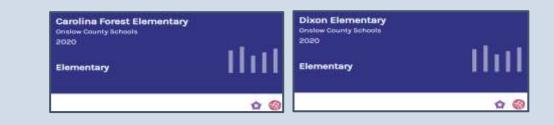
Global-Ready District (GRD) & Global-Ready School (GRS)





Global-Ready designations are for 3 years and require an application process with a rubric that includes Leading-edge Language programs

Type of Schools	# of GRS
Elementary & K-8	8
Middle School	2
High School	2



Global Educator Digital Badge (GEDB)

3 requirements:

- PD plan with global elements
- 100 hours of PD
- Capstone Project



School Year	# of Completers	
2015 - 2016	1	
2016 - 2017	18	3
2017 - 2018	53	3
2018 - 2019	52	2
2019 - 2020	ç)
2020 - 2021	?	>



Global Languages Endorsement (GLE)

NC's Seal of Biliteracy

HON COBAL LANGUAGE IN ORDER

35,000+ NC graduates in 14 languages

Graduation Year	Total # GLEs	% of Graduates with GLEs
2015	1,579	1.7%
2016	2,401	2.5%
2017	980	1.0%
2018	9,291	9.0%
2019	9,564	9.1%
2020	6,244	6.0%
2021	5,018	4.8%

What policies and recognitions support DL/I programs and people?

- a. School recognition(s) like the GRS designation
- b. District recognition(s) like the GRD designation
- c. Educator recognition(s) like the GEDB
- d. Student recognition(s) like the GLE or Seal of Biliteracy
- e. Other?

How do you, or could you, use this information to leverage resources to enhance and expand DL/I programs?



NCDPI DL/I at bit.ly/NCDLlinfo

PUBL

Sign-up for NC's DL/I **Educators Listserv on** GovDelivery at bit.ly/NCDPlupdates

Tweet with us at **#DLlinNC**

PUBLIC INSTRUCTION	NC SUPERVITEMENT STATEMENT SCORE		
Thomas Educations - Studients & Families - Districts & Schools - Data & Re	apartis ** News ** About DM **		
HE DP - Debets a school - Dausson Reserve - Analymic Standards - Rogens and Instantials -	faat langage menerate".		
Dual Language Immersion	Programs and Initiatives		
	Character Education		
	Dial Language Immersion		
Vision & Mission			
The vision of the Narth Carobra State Biaint of Education is that every public tobool-student in Narth Carobra will be impowered to accept academic challenges, prepared to parise their chosen path after gasduting high actions, and encouraged to become lifelang learners sho will engage it a globally-calaborative scorely.	Additional Resources		
Global Education is the resent to ensuring that our North Corolina public school graduates are globally engaged and productive ultimes.	TTO FACE Broach Stanfack Jenn		
DL/I Commitment in Global Education	NCDRI has complete <u>imposed a label Destings (50%) for DUI programs</u> II, which are divided into 12 sections gain a last of an engine		
A main from or goal of the State Board of Educator's <u>States Solution Table Force record.</u> " <u>Percentry Students for the World" University 2013</u> was to implement a plan for statewide access to dual language/investion IDI,II programs, 8-12	PAG 1. Contacto 2. GL3 Programs		
North Cacoline has been a leader in dual language/immersion (DUD for over 30 years. The first Spanish DUI program began in the fall of 1990, and se now have over 225 DUI programs in wight different languages. Charales, Chinese, French, German, Goeek, Japanese. Spanish, and Unix.	 DU/ Repairs Students DU/ Repairs Teachers DU/ Students, Academic ally in Helinetally (DHel (ND)) DU/ Students, Academic Students 		
The <u>2021 Cartwark of (5,1) Programs in US Public Schusis</u> of where that Neth Candina is 45 in the nation and leading the Southeast in the number of DLI programs. As a state, was are also wery linguistically diverse, with at least 200 languages other than English being used in North Condus statebark homes according to the latent <u>Leanuare Diversition in North Candina state</u> (1).	E. D., t Statents: Ecopitural Children Statist Learners and English as a Second Language: ELA/ESL & Instruction & Madia & Communication		
Rease read the details below about the orgoing work to suctain and expand K-12 $D_{\rm s}/I$ programs in North Carolina.	10 Testing & Accessitability 11. Reserves		
Professional Learning	 Sharbarte Plane prio the QUITAQy of an aliane that shortened URL <u>Https://doi.shttp://doi</u>		
Webinar Series			
The NCDRI Dust Language/Immersion (DL/I) Team provides a quarterly redimar series with transfactures on acheeoled Thumsdays from 3.20 - 5.00 pm (Lastern The goal is to provide support related to implementing 4-12 DL/I programs effectively. All are welcome, including document inscisions, administrature, etc.) none estimatory or prospective AVI2 OL/I programs, an well as post-secondary instructors, professors, and researchers, Minoravian about this pairs transfacels and actives are posted in the DL/I Manten Series Carsin July, which car be assessed with this shortwest QUEL transp. Second Carsin July.	Contact Us NCDPI DL/I Team		
Book Studies	Inates Ham Texas Anderson		
The DUF Base Book study is a self-paced Canvas counter focused on Entrasting English Jasoner (ESS/for a Transformer/Worl/2009) and Thomas and Collier's research about how their (Indeps assport DL) programming for all valuents, including ELs in the-way meansion programs. Research and the offerstand and lash bactor to access and even list the self-paced DL/ Eller Book Italy, and look for future offerings of book studies with other Thomas and Collier publication.	SSL/Title III Consultant (EI: Program Quality - West) Instrum anderson Quality - Minest read-1200-2018 Aem Marke Gammer, Ph.D. Act Model Languages Consultant ans. antime Byte ph. sex read-1200-2019		
 If you are a H-12 educator in WC Public Schools, use these <u>strongly strong directions</u> to entit for 10 contact more fair 1 CEU in the HomeBase MCEES PD space. 	Also, had has to contact		
 If you are a X-20 educator who wants to allept this course to other locally within your instance of Carwai, is at a K-12 independent/private school, a community oblige, or a higher education organization, or lives in a different state or country, see Tease impleatings to dimensional or import the course, in whole or in part, from instruction/is Carvas Commons. 	Stacy Daviet, EndD Sector Diver for ELA & Longuages that a deceed from on case (1864): 235-2859		
Megazine	Terris Patier Adversariative Specialist for ELA & Languages Interna sucher Schools, any 1964 (205-2023)		

Statewide DL/I Program Directory



Contact the NCDPI DL/I Team Co-Leads



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