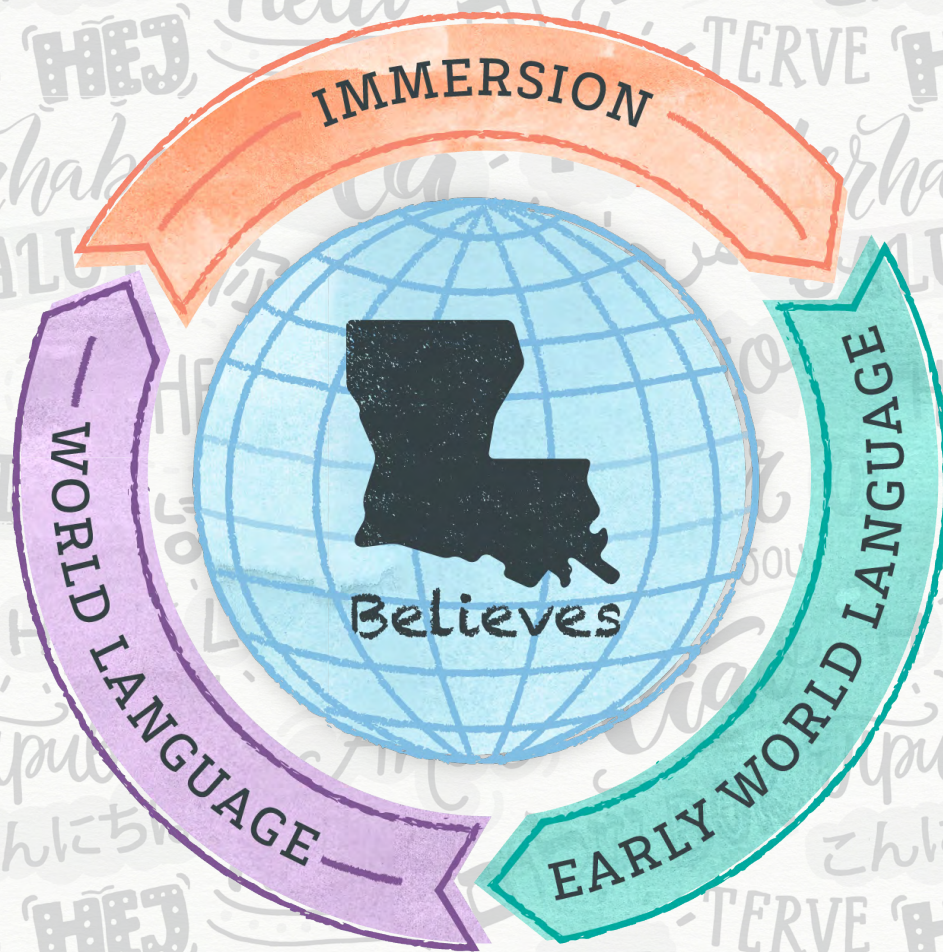


The Louisiana Guide to **EFFECTIVE DUAL LANGUAGE IMMERSION PROGRAMMING**



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DOCUMENT MISSION

Created in a collaborative effort between the [Louisiana Department of Education \(LDOE\)](#) and the [Council for the Development of French in Louisiana \(CODOFIL\)](#), this document provides multiple layers of guidance for schools and school systems regarding the successful implementation and sustainability of dual language immersion programs in the State of Louisiana. This guidance document is considered a “living” document as administrators and other educators will find ways to improve the document as they use it.

For a guide to the acronyms and terms used in this document, please see the [World Languages Glossary of Acronyms and Terms](#).

Please send feedback and questions to language.acquisition@la.gov.



INTRODUCTION

Over the years, dual language immersion (DLI) education has been praised for its positive, profound, and lasting impacts on student achievement. Studies consistently show that DLI students, regardless of background¹ or cognitive and linguistic abilities,² outperform their non-immersion peers. In Louisiana, language immersion education is not a boutique or gifted program. Instead, Louisiana recognizes that language immersion education is beneficial to all academically able students, including those with a broad range of learning styles or exceptionalities, as well as socioeconomic statuses. Because of its many developmental, academic, and social benefits, along with its inclusivity, dual language immersion education proves itself to be a valuable tool for educating the whole child.

By using the target language as the medium of instruction in core subjects— including math, science, social studies, and a portion of language arts— dual language immersion education is designed to provide extensive time, daily, in the targeted language leading to long-term, intensive language acquisition that results in bilingualism and biliteracy.

While many DLI programs are found in grades kindergarten through eight, immersion programming can, and should, extend into the high school grades. It is also important to note that with proper planning and attention to the unique characteristics of each language, multiple language immersion pathways can exist within the same school.

EFFECTIVE DUAL LANGUAGE IMMERSION PROGRAM CHARACTERISTICS

- Administrators and teachers have extensive knowledge of language acquisition, dual immersion education and research, instructional methodologies, and best practices.
- Program administrators and teachers use data to inform decisions regarding program goals and student achievement.
- Student proficiency in both languages is closely monitored to ensure that learning targets are met.
- The program is fully and thoughtfully articulated from elementary to middle and high.
- Faculty is composed of native and native-like speakers from varied backgrounds, including Louisiana natives.
- Parents choose dual language immersion programming for their students and commit to long-term participation.

¹ Holobow, N. E., Genesee, F., & Lambert, W. E. (1991). *The effectiveness of a foreign language immersion program for children from different ethnic and social class backgrounds: Report 2*. *Applied Psycholinguistics*, 12, 179-198.

² Genesee, F., Paradis, J., & Crago, M. (2004). Schooling in a second language. In F. Genesee, J. Paradis, & M. Crago (Eds.), *Dual language development and disorders: A handbook on bilingualism and second language learning* (pp. 155-189). Baltimore, MD: Brookes Publishing Co.

LANGUAGE DIVERSITY IN LOUISIANA: OUR HISTORY AND OUR FUTURE

Home to heritage languages that predate the introduction of English to its borders— namely French, Spanish, German, Italian, and numerous Indigenous languages— Louisiana’s citizens have always embraced the diverse linguistic and cultural heritage that make our state unique. The preservation of Louisiana’s heritage languages and cultures is at the forefront of the state’s commitment to language education.

From its earliest beginnings, daily life and education in Louisiana were conducted in a language other than English. In fact, the widespread use of the English language throughout Louisiana was not prevalent until the early twentieth century. In many areas, languages other than English continued to be the mode of educational instruction until 1913 when a Louisiana edict suggested a shift to English. Subsequently, the Louisiana Constitution of 1921 mandated English as the language of instruction.³ This anglophone emphasis continued in Louisiana for the next fifty years.

In 1968, the Louisiana state legislature, with a renewed commitment to the preservation and revitalization of our heritage languages and in accordance with Legislative Act No. 409, established the Council for the Development of French in Louisiana, also known as CODOFIL.⁴ Through this legislation, CODOFIL was authorized to “do any and all things necessary to accomplish the development, utilization, and preservation of the French language as found in Louisiana for the cultural, economic and touristic benefit of the state.”⁵

Shortly after the state began to focus on heritage preservation, Louisiana’s legacy of biliteracy education began. In the early 1970s, Louisiana’s inaugural French bilingual program, one of the first of its kind in the nation, was established in St. Martin Parish. In 1972, the state’s initial wave of “CODOFIL teachers” made their way to Louisiana. These internationally recruited teachers taught not only French language, but also math, art, and/or PE (in French) in schools throughout the southern portion of Louisiana.⁶ To further solidify the state’s commitment to the rebirth of its heritage languages, the new Louisiana Constitution of 1974, Article XII, Section 4 stated, “The right of the people to preserve, foster and promote their respective historic, linguistic and cultural origins is recognized.”⁷

Louisiana continued to lead the way in language education in the 1980’s with the establishment of One-Way dual language immersion pathways, based on the Canadian immersion model, for French and Spanish in Calcasieu and East Baton Rouge Parishes. Since that time, dual language immersion programs have continued to spread throughout the state, and in 2010, Mandarin immersion was introduced for the first time in Lafayette Parish. In 2017, Louisiana expanded its view of language immersion education by adding Two-Way Spanish immersion to its offerings.

The scope of language-focused education in Louisiana is vast and continues to expand and improve. Now, more than ever, legislators, educators, and citizens alike recognize the importance of not only preserving heritage languages in our state, but also the positive and profound effects language education has for the future of our state and its citizens.

3 State of Louisiana Department of Culture, Recreation and Tourism. (15 May 2012). *Education in Louisiana*. Retrieved from https://www.crt.state.la.us/Assets/OCD/hp/nationalregister/historic_contexts/Education_in_Louisiana.pdf.

4 CODOFIL. (n.d.). *CODOFIL - Agence Des Affaires Francophones*. Retrieved on November 10, 2020 from <https://www.crt.state.la.us/cultural-development/codofil/about/index>.

5 Louisiana RS 25:651 Chapter 13. Council for the Development of French in Louisiana (1968).

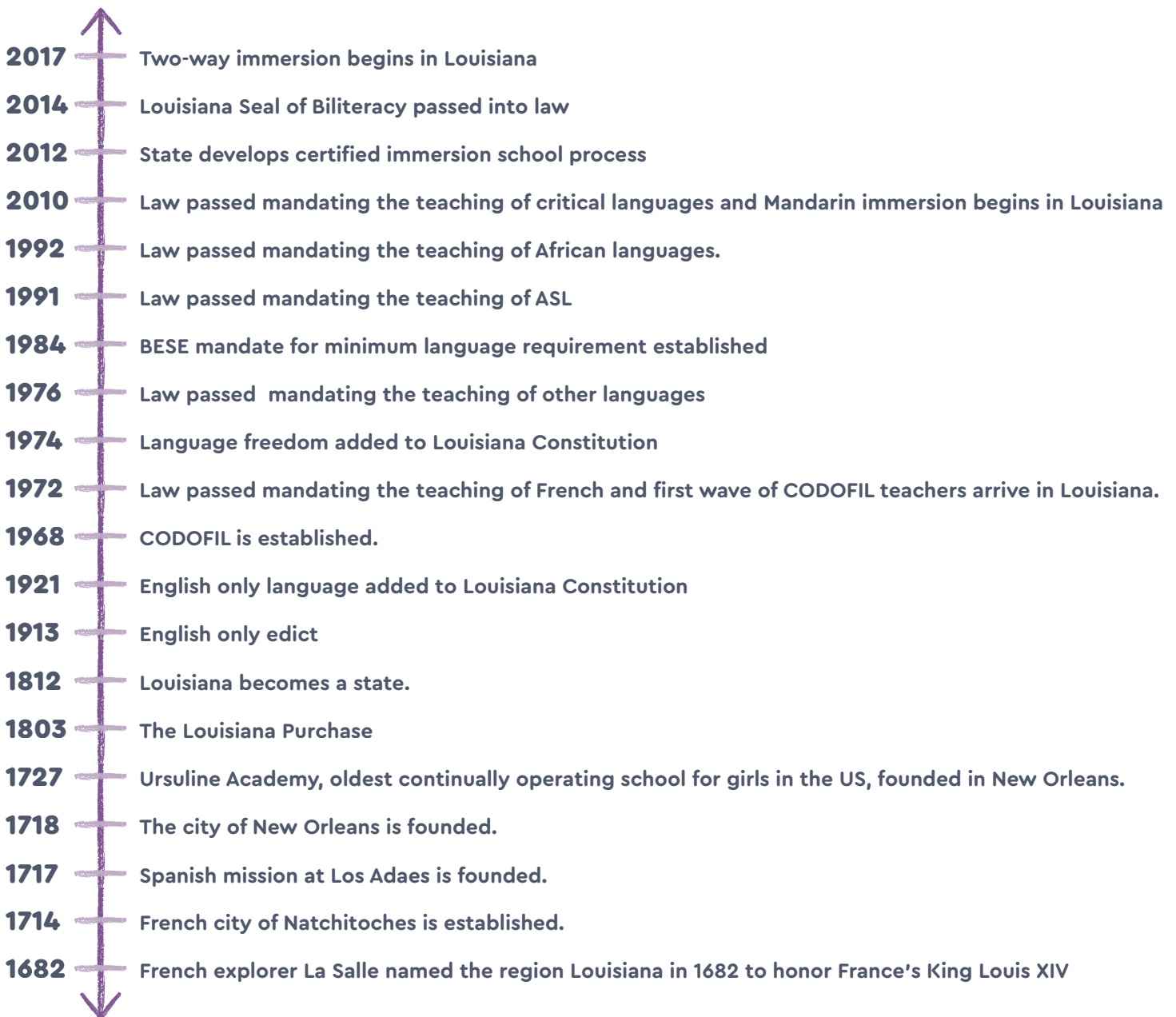
6 CODOFIL. (n.d.). *CODOFIL - Agence Des Affaires Francophones*. Retrieved on November 10, 2020 from <https://www.crt.state.la.us/cultural-development/codofil/about/index>.

7 Constitution of the State of Louisiana, 1974. (1974).

LOUISIANA LAWS AND MANDATES PROTECTING AND PROMOTING LANGUAGE EDUCATION

- [RS 17:272](#) French language and culture; teaching in public schools (1972)
- [RS 17:273](#) Second language teaching in public schools (1976)
- [Bulletin 741](#) Minimum requirements for world language instruction (1984)
- [RS 17:284](#) The teaching of American Sign Language (1991)
- [RS 17:285](#) The teaching of African languages (1992)
- [RS 17:273.1](#) The teaching of critical languages (2010)
- [RS 17:273.2](#) Language immersion programs; certification process; criteria (2012)
- [RS 17:273.3](#) Creation of language immersion programs by parent petition (2014)
- [RS 17:273.4](#) State Seal of Biliteracy (2014) (revision 2018)

For a more indepth look at the history of education in our state, please see [Education in Louisiana](#).



DUAL LANGUAGE IMMERSION (DLI) PROGRAMMING IN LOUISIANA

“Immersion is a second language learning program whose goal is to develop linguistic competency in a foreign language as well as mastery of the English language, giving individuals the ability to communicate in both languages for both personal and professional needs. Immersion also fosters an awareness and an appreciation of an array of diverse people and cultures.”

~ CODOFIL⁸

Louisiana believes that through successful dual language immersion programs students will

- learn to communicate in the target language about age-appropriate topics;
- perform as well or better than their monolingual peers in all areas of curriculum;
- gain greater knowledge, understanding, and appreciation of all cultures; and
- acquire the skills necessary to succeed in a global society.

Louisiana supports two dual language immersion models: One-Way and Two-Way Immersion. The goal of each of these program models is to produce fully bilingual and biliterate citizens.

WHAT DOES DUAL LANGUAGE IMMERSION LOOK LIKE?	ONE-WAY IMMERSION	TWO-WAY IMMERSION
Pathway can be implemented as a track within an existing school.	✓	✓
Pathway begins in grades Pre-K or Kindergarten. Late entry is possible on a student by student basis.	✓	✓
Class equally composed of native and non-native speakers of the target language.	✗	✓
Class mainly composed of students who are not native speakers of the target language.	✓	✗
Core subjects (math, science, social studies, and a portion of language arts) are taught in the target language by native/native-like teachers.	✓	✓
Pathway includes targeted daily English instruction with a native English-speaking teacher.	✓	✓

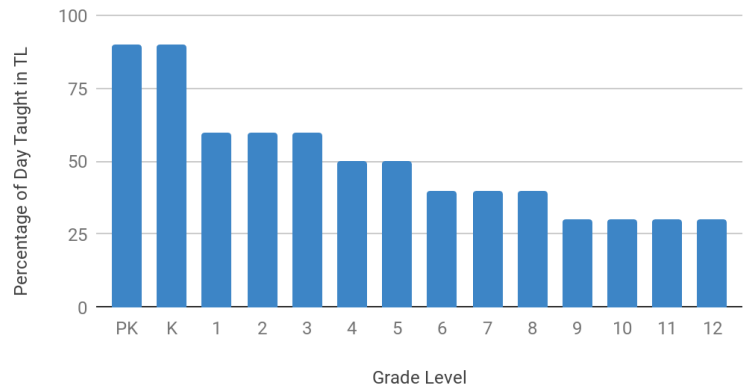
⁸ CODOFIL. (2017). *French Immersion: A Guide for Creating a Successful Program*. Retrieved from <https://www.crt.state.la.us/Assets/OCD/codofil/Guide%20Immersion.pdf>.

ONE-WAY IMMERSION (OWI)

The Louisiana Model for One-Way Immersion programming uses a two-teacher model and is designed to provide long-term, intensive second language acquisition for predominantly non-native speakers of the target language. While this structure is intended for use with non-native speakers, a small number of students from the target language can be incorporated into classes.

To build and ensure literacy in English as well, students receive targeted daily English language instruction as well as cross-linguistic lessons. In the immersion classroom, English and the target language are kept separate during the school day to preserve each language's unique identity.

Louisiana Basic+ Model for One-Way Immersion



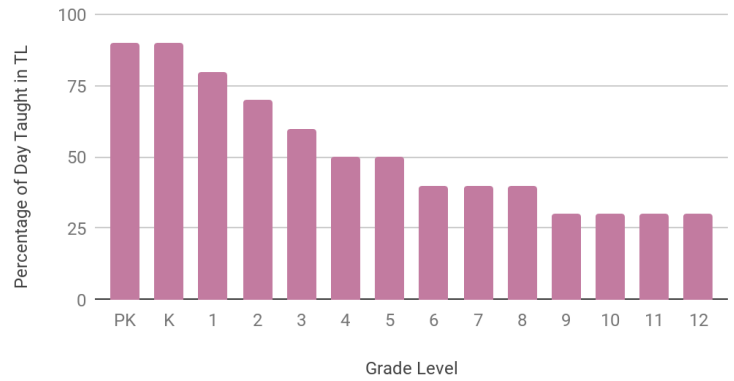
KEY ACTIONS	
<ol style="list-style-type: none"> 1. Identify target language to be taught. 2. Identify and hire certified teachers who are native/native-like speakers of the target language. 3. Identify and adopt high quality curriculum. 4. Train staff on program structure and dual language instructional strategies. 5. Create a master schedule that ensures fidelity of language by identifying blocks of language-specific times during the school day. 6. Identify language proficiency progress monitoring systems in both languages. 7. Develop the program by adding one additional grade level at a time based on the Louisiana World Language Immersion Site Certification Guide. 	
RESOURCES	
<p>Guidance</p> <ul style="list-style-type: none"> • Louisiana Immersion Language Learning Standards • Louisiana World Language Immersion Site Certification Guide (LDE) <p>Research</p> <ul style="list-style-type: none"> • What Research Says About Immersion • Validating the Power of Bilingual Schooling <p>Recommended Curricular Resources</p> <ul style="list-style-type: none"> • Louisiana Consortium of Immersion Schools (LCIS) 	<p>Professional Organizations</p> <ul style="list-style-type: none"> • Center for Applied Linguistics (CAL) • Center for Advanced Research in Language Acquisition (CARLA) • Council for the Development of French in Louisiana (CODOFIL) • Dual Language Education New Mexico (DLeNM) • Be GLAD • Louisiana Consortium of Immersion Schools (LCIS)

TWO-WAY IMMERSION (TWI)

For schools and/or school systems that enroll large, stable populations of English learners (ELs) **with one common language**, a Two-Way Immersion instructional model should be considered. This model integrates two groups of language learners and is beneficial to both the EL students enrolled and their English speaking classmates.

Research⁹ demonstrates compelling evidence that the best way to close the achievement gap for ELs is a well implemented Two-Way Immersion instructional model. The goal of this model is to further develop the EL student’s heritage language while the student learns English as a second language, making the EL student fully bilingual and biliterate.

Louisiana Basic+ Model for Two-Way Immersion



The benefits of Two-Way Immersion also extend to the native English speaking students. With this model, students will learn the target language as a second language alongside English, making the English speaking student fully bilingual and biliterate as well.

KEY ACTIONS	
<ol style="list-style-type: none"> 1. Identify target language to be taught. 2. Identify and hire native/native-like speakers of the target language. 3. Identify and adopt high quality curriculum. 4. Train staff on program structure and dual language instructional strategies. 5. Create a master schedule that ensures fidelity of language by identifying blocks of language-specific times during the school day. 6. Identify language proficiency progress monitoring systems in both languages. 7. Develop the program by adding one additional grade level at a time based on the Louisiana World Language Immersion Site Certification Guide. 	
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⁹ American Councils Research Center. (12 July 2017). *Why the Dual Language Immersion Approach Will Change Achievement in American Public Schools*. Retrieved from www.americancouncils.org/news/language-news/why-dual-language-immersion-approach-will-change-achievement-american-public.

PROGRAM IMPLEMENTATION

Implementation of a dual language immersion program should be a thoughtful process involving school system and community stakeholders along with the State of Louisiana. The implementation guidance charts in this section were created in collaboration with CODOFIL and the Louisiana Consortium of Immersion Schools (LCIS).¹⁰

PROGRAM EXPLORATION	
Time Frame	6-12 months prior to launch
Stakeholder Questions	<ul style="list-style-type: none"> • What is dual language immersion? • Why offer dual language immersion? • How will this benefit Louisiana students? • What support and resources are available?
School and School System Leadership Actions	<ul style="list-style-type: none"> • Establish a dual language immersion leadership team. • Read the Louisiana Guide to Effective Dual Language Immersion Programming. • Investigate the benefits and impact of immersion education through the Louisiana Annual Report Card and current research. • Attend the LDOE DLI Administrator Training and the LCIS Conversations Conference. • Identify stakeholders to involve in discussions and planning processes. • Conduct dual language immersion program site visits with stakeholder team. • Gather resources to mobilize support and information. • Assess implementation barriers to the immersion model. • Share with stakeholders the benefits of immersion education. • Create and share out a clear PK-16 plan for the implementation of and vision for dual language immersion in the coming years.
State of Louisiana Supports	<ul style="list-style-type: none"> • Dual Language Immersion Specialists assist in planning, promoting, and communicating with stakeholders. • Published documents including the Louisiana World Languages Compendium, the Louisiana Guide to Effective Dual Language Immersion Programming, and the Louisiana International Associate Teacher Program Handbook are available. • Immersion-specific professional development opportunities for teachers and administrators are available. • Facilitation of visits to and networking with existing DLI schools

For more guidance, please see the [Dual Language Immersion Program Planning Document](#).

¹⁰ CODOFIL. (2017). *French Immersion: A Guide for Creating a Successful Program*. Retrieved from <https://www.crt.state.la.us/Assets/OCD/codofil/Guide%20Immersion.pdf>.

PROGRAM LAUNCH	
Time Frame	3-5 months prior to year one and throughout year one
Stakeholder Questions	<ul style="list-style-type: none"> • Won't this negatively impact students' English language development? • How can students learning in another language perform well on standardized tests conducted in English? • How do children enroll in the immersion program?
School and School System Leadership Actions	<ul style="list-style-type: none"> • Communicate clear and accurate K-16 vision for the immersion initiative, including its logistics, purpose, and outcomes. • Share program launch information with stakeholders in a variety of ways. • Ensure that necessary structural supports are in place. • Provide encouragement to and address concerns of school leaders and teachers as they develop structures in their schools. • Recruit target-language teachers. • Create Professional Learning Communities (PLCs). • Develop a master schedule that ensures that all immersion teachers (including English partner teachers) have common planning times. • Identify and meet with system/school leaders to outline expectations for their roles in implementing immersion. • Continue to have staff and school leaders read about and discuss immersion education. • Meet regularly with school leadership and the DLI Leadership Team to identify teacher supports. • Ensure resources are identified and available to teachers and school administrators. • Enhance the school environment to include target language. • Develop ways to actively involve academic coaches and other teacher leaders to support and integrate immersion into the work of the entire school and/or school system.
State of Louisiana Supports	<ul style="list-style-type: none"> • Assistance with informational sessions tailored to different audiences (e.g. family, school staff, school system staff) • Assistance with teacher recruitment • Resources and guidance • Statewide immersion report card of enrollment and academic achievement • Sample documents (e.g. school schedules, other structural support documents from existing immersion programs) • Professional Development for teachers and administrators • Facilitation of teacher observations at other schools

For more guidance, please see the [Dual Language Immersion Program Launch Checklist](#).

PROGRAM SUSTENTATION	
Time Frame	Year 2 and beyond
Stakeholder Questions	<ul style="list-style-type: none"> • Has dual language immersion been fully integrated into our normal practices? • How is our school system and/or school culture changing as a result of immersion? • What impact has dual language immersion education had on our students, school, school system, and community?
School and School System Leadership Actions	<ul style="list-style-type: none"> • Clarify immersion model expectations and the role they play throughout the school and school system. • Provide stakeholders with opportunities to discuss the impact of the dual language immersion initiative. • Use state and school system experts to provide guidance to those who are still developing practice. • Revise school system and school policy documents to reflect changing practices. • Establish a system-wide and/or school-wide learning goal related to immersion, or show how the immersion initiative enhances or responds to existing school system and/or school goals. • Establish guidelines for proficiency progress monitoring. • Establish times and structures for teacher (peer) observations and to share best practices. • Conduct immersion walkthroughs to monitor overall adoption of the immersion model and philosophy. • Continue to align the DLI program with school and school system plans in professional learning, data use, and school improvement.
State of Louisiana Supports	<ul style="list-style-type: none"> • Continued professional development for immersion teachers and administrators • Louisiana State Certified Immersion Schools rubric and best practices guidance • Facilitation of school-to-school visits for immersion teachers • Facilitation of international school pairings and exchanges

For more guidance, please see the [Dual Language Immersion Vision Planning Document](#).


















ADDITIONAL CONSIDERATIONS FOR IMPLEMENTING A TWO-WAY IMMERSION (TWI) PROGRAM

Two-Way immersion language programs allow students, whether they are heritage speakers of a minority language or native English speakers, to acquire two languages through a content area curriculum. In addition to the guidance already outlined in this document, school systems investigating the addition of a TWI program should also

- include the school system’s EL supervisor and/or Federal Programs Coordinator on the planning committee,
- identify a school with a consistent, **single language EL population** that meets outlined TWI population ratio guidelines,
- hold a series of parent meeting(s) for EL and non-EL students interested in the program,
- visit TWI specific sites in Louisiana, and
- identify an ESL/EL certified teacher to provide English language instruction in grades K-2.

STAFFING

For DLI program staffing needs, schools and school systems should hire native or native-like speakers of the targeted language to fill required language immersion positions. The subsequent chart¹¹ shows the projected number of teachers, both target language and English language, needed to staff a dual language immersion program at each stage of its implementation. These projections are based on the implementation of two immersion tracks at a site using the Louisiana Basic+ Model. This projection takes into account a +/-20% student attrition rate, which research shows is normal.¹²

DUAL LANGUAGE IMMERSION STAFFING NEEDS			
YEAR OF PROGRAM	NUMBER OF CLASSES PER GRADE	ENGLISH LANGUAGE TEACHERS	TARGET LANGUAGE TEACHERS
Year 1	2 classes K		
Year 2	2 classes each K-1		
Year 3	2 classes each K-2		
Year 4	2 classes each K-3		
Year 5	2 classes each K-3; 1 class 4		
Year 6	2 classes each K-3; 1 class each 4-5		
Year 7	2 classes each K-3; 1 class each 4-5 (except 6)		
Year 8	2 classes each K-7 (except 6-7)		
Year 9	2 classes each K-8 (except 6-8)		

11 CODOFIL. (2017). *French Immersion: A Guide for Creating a Successful Program*. Retrieved from <https://www.crt.state.la.us/Assets/OCD/codofil/Guide%20Immersion.pdf>.

12 Steele, J. L., Slater, R. O., Zamarro, G., Miller, T., Li, J., Burkhauser, S., & Bacon, M. (2017). *Effects of dual-language immersion programs on student achievement: Evidence from lottery data*. *American Educational Research Journal*, 54(1), 282S306S. Retrieved from <http://journals.sagepub.com/doi/abs/10.3102/0002831216634463>

Boudreaux, N. (2011, May). *Exploring French Immersion Student Attrition in Louisiana: Who Leaves, When, and Why?* ACIE. 14(2).

Boudreaux, N. & Olivier, D. (2009, May 5-6). *Student Attrition in Foreign Language Immersion Programs*. Louisiana Educational Research Association. Lafayette, Louisiana.

LOCAL RECRUITMENT

For language immersion positions, schools and school systems are encouraged to locate and hire highly-qualified Louisiana teachers with native or native-like proficiency in the target language. One option for local recruitment is to survey the linguistic capacity within the school system's current staffing. As a minimum, language immersion teachers should score Advanced Low on the [ACTFL Proficiency Scale](#) or at Level B2.2 as measured by the [Common European Framework of Reference \(CEFR\)](#). For current employees with high levels of language that do not meet these requirements, teachers and/or the school system may choose to pursue outside source grants for summer language institutes. Additionally, Louisiana teachers must also possess Louisiana certification in the immersion area(s) in which they teach.

INTERNATIONAL RECRUITMENT THROUGH THE STATE OF LOUISIANA

The State of Louisiana annually recruits teachers from partner foreign governments to participate in its International Associate Teacher (IAT) Program. This maximum 5-year teacher exchange program falls under the United States Department of State's Person-to-Person Diplomacy mission. Recruited teachers are placed in K-8 immersion and early world language positions throughout the state where hosting school systems exchange professional methodology and Louisiana culture with IATs.

BESE policy requires that a local school system employ any and all qualified Louisiana teachers before employing international associate teachers for immersion positions. Schools or school systems interested in participating in the State of Louisiana's IAT Program should reference the [Louisiana International Associate Teacher Program Guide](#) and contact the Department's World Languages Team at language.acquisition@la.gov.

ESCADRILLE LOUISIANE TEACHERS

An additional option for the staffing of French language immersion programs is the hiring of Escadrille teachers. In 2010, to meet the needs of expanding French immersion programs and to increase the number of Louisiana native teachers in the state's French immersion programs, the [Escadrille Louisiane Program](#) was created.

Escadrille Louisiane Program participants complete coursework from an approved Louisiana university, and in partnership with a francophone university, leading to a Master of Arts in Teaching (MAT) or Master of Education (M.Ed.). Upon completion of the 2-year program and supervised internship in a French immersion school, participants are certified to teach immersion at the elementary level. Schools or school systems interested in hiring an Escadrille teacher should contact [CODOFIL](#).

SCHEDULING

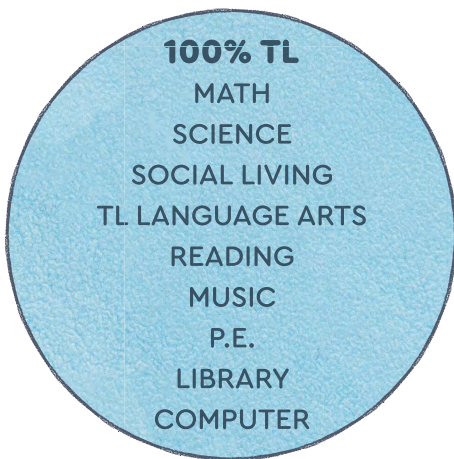
Regardless of the type of dual language immersion program implemented, the State of Louisiana advocates maximizing and preserving time in the target language of study. With bilingualism and biliteracy as the ultimate end goal, the State of Louisiana has created the Louisiana Basic+ Models for One-Way and Two-Way Immersion.

When implementing a Louisiana Basic+ Model, schools and school systems should keep in mind the following:

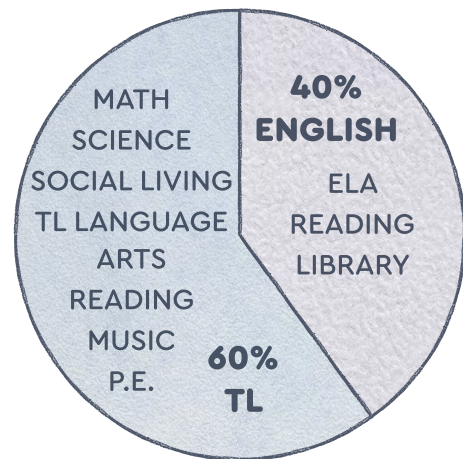
- Instructional minute requirements for core courses should follow [Bulletin 741](#) guidelines.
- Lunch and recess times are encouraged, but are not instructional time and should not be included when computing the number of instructional or target language minutes.
- Enrichment-style courses in the target language are encouraged.
- Student attrition may lead to reduced enrollment in upper elementary grades. Schools should consider opening two sections initially in lower elementary, as populations may begin to merge at grade four and beyond.
- Beginning in middle school, one-way and two-way immersion programs of the same target language may combine.

THE LOUISIANA BASIC+ MODEL FOR ONE-WAY IMMERSION

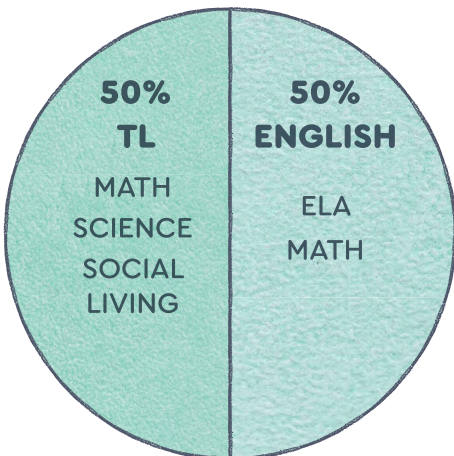
PK-K
100% TARGET LANGUAGE



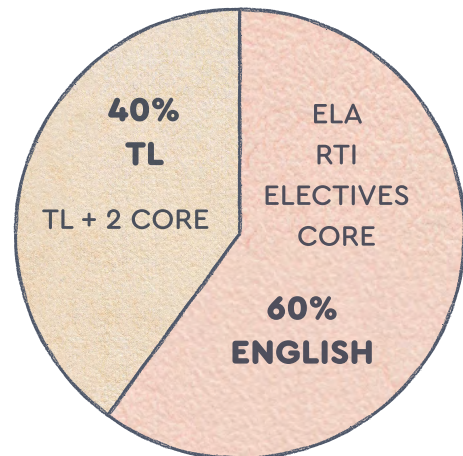
1ST-3RD GRADES
60/40 TARGET LANGUAGE



4TH-5TH GRADES
50/50 TARGET LANGUAGE

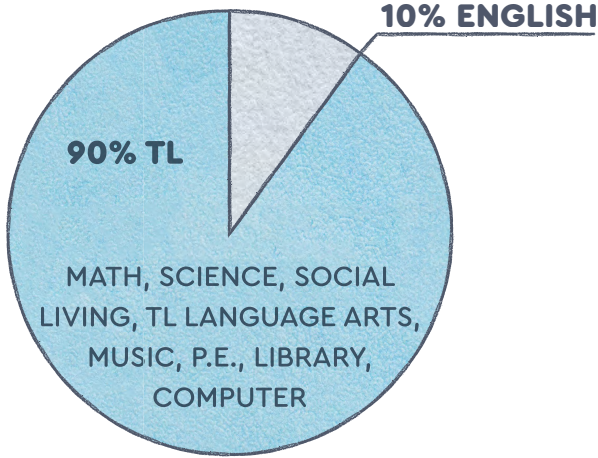


6TH-8TH GRADES
40/60 TARGET LANGUAGE

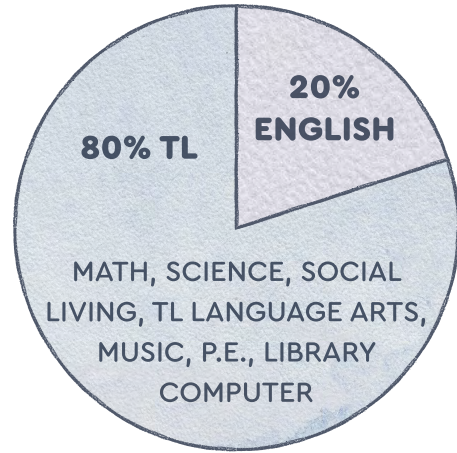


THE LOUISIANA BASIC+ MODEL FOR TWO-WAY IMMERSION

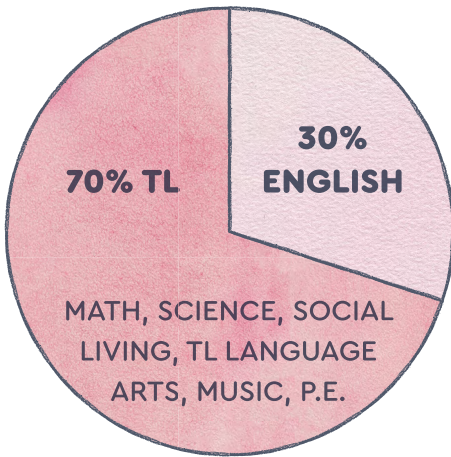
PK-K
90/10 TARGET LANGUAGE



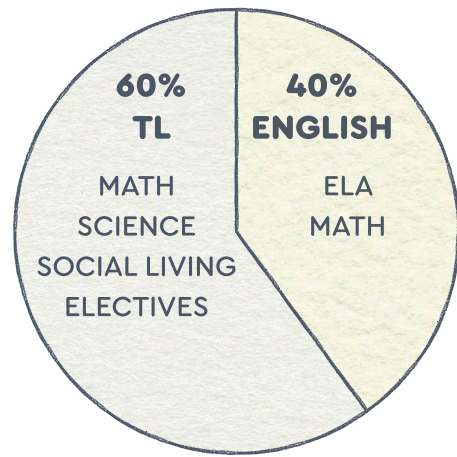
1ST GRADE
80/20 TARGET LANGUAGE



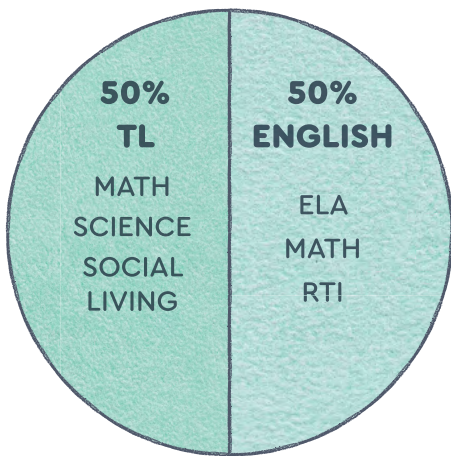
2ND GRADE
70/30 TARGET LANGUAGE



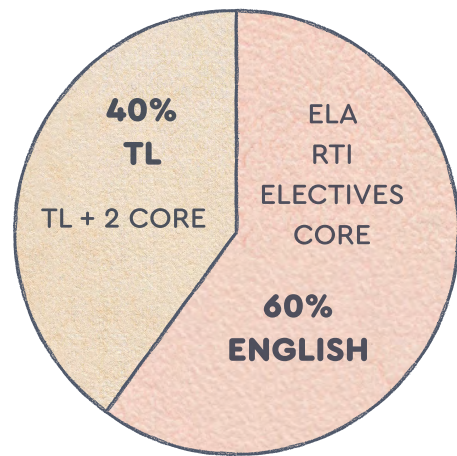
3RD GRADE
60/40 TARGET LANGUAGE



4TH-5TH GRADES
50/50 TARGET LANGUAGE



6TH-8TH GRADES
40/60 TARGET LANGUAGE



TEACHER COLLABORATION

Teacher collaboration and support is vital to the success of DLI programming. As schools and school systems create immersion scheduling for program sites and staff, they should be mindful to include

- dedicated daily planning times for all teachers within the program;
- common weekly PLC times, which include ELA teachers to ensure development of biliteracy across both languages, and for teachers within the same grade and across grade levels, including teachers who instruct in English-only content settings, to achieve vertical and horizontal articulation;
- extra scheduled planning time if translation work is required; and
- allocated time for teachers to observe immersion peers, including off site visits.

RECRUITMENT AND RETENTION

Parental support and advocacy, alongside student interest and motivation, are the keys to both successful dual language immersion programming and student achievement. Schools and school systems should take active steps to ensure robust student recruitment and long-term participant retention.

PARTICIPANT RECRUITMENT

Traditionally, students enter dual language immersion beginning in grades pre-kindergarten or kindergarten. However, students may enter in grade one with the aid of language supports and RTI when needed. In special circumstances, late-entry is possible for students demonstrating on-level proficiency in the targeted language(s).

When creating a DLI program recruitment strategy, schools and school systems should be cognizant to

- begin program promotion early,
- remove barriers to student enrollment and participation,
- ensure access is available to diverse learners,
- prioritize students with sibling-status,
- ensure a correct balance of English speaking and target language speaking students in Two-Way Immersion programs, and
- build linguistic partnerships both at school and in the community.

PARTICIPANT RETENTION

Dual language programs are most successful and students, along with their families, are most satisfied with the language learning experience when schools and school systems make a concerted effort to create linguistic communities. Building shared experiences through the partner language(s) and culture(s) into DLI programs gives students and their families a sense of belonging. This community environment actively encourages continued participation and enhances the dual language program experience.

On occasion, program leaders must evaluate a student's retention or removal from an immersion program. Guidelines for student retention and removal should be carefully considered and the policy outlined. Retention and removal guidelines should be made available to program participants upon entrance into and throughout their participation in the program.

For more guidance, please see the [DLI Participant Recruitment and Retention Planning Guide](#).

ESTABLISHING A LANGUAGE-RICH ENVIRONMENT

In a dual language immersion program, students should be given ample, daily opportunities to interact with, and communicate in, the targeted immersion language. Schools and school systems should make it a priority to ensure consistent, quality opportunities in which students can access the immersion language in both academic and social settings.

PRESERVING DEDICATED LANGUAGE TIMES

For DLI students to adequately acquire the targeted language, special attention should be placed on the preservation of dedicated language-specific times.

- English should only be used during English-specific instructional blocks.
- The targeted immersion language should always be used as the language of instruction in language immersion instructional blocks.
- When sharing a classroom, create language “zones.”
- Scaffolding techniques in the targeted language, not English, should be used to bridge gaps of understanding during immersion language blocks.
- “Language mixing” should be avoided.
- Students should be taught circumlocution strategies to facilitate oral expression in the targeted immersion language.
- New vocabulary should be front-loaded prior to instruction.

CURATING A BILINGUAL LIBRARY

A goal of immersion programs is to develop literacy skills in two languages simultaneously, leading to biliteracy. Efforts to build literacy in English should be mirrored in the partner language. This goal can be aided by the curation of bilingual libraries. Bilingual libraries encourage students to develop their biliteracy both in and out of the classroom.

- Classrooms should have a library of relevant immersion language(s) books.
- When sharing a classroom, separation of language should be evidenced through two distinct classroom libraries.
- A portion of the school’s library should be dedicated to books in the immersion language(s).
 - » The number of immersion language(s) books present should be proportional to the number of language immersion students at the school.
 - » Immersion language(s) books should be easily accessible and marked as such.
- Classroom and schoolwide libraries should contain a variety of book types, e.g. reference, novels, series, picture books, and non-fiction.

PROVIDING ENGLISH LEARNER (EL) SERVICES

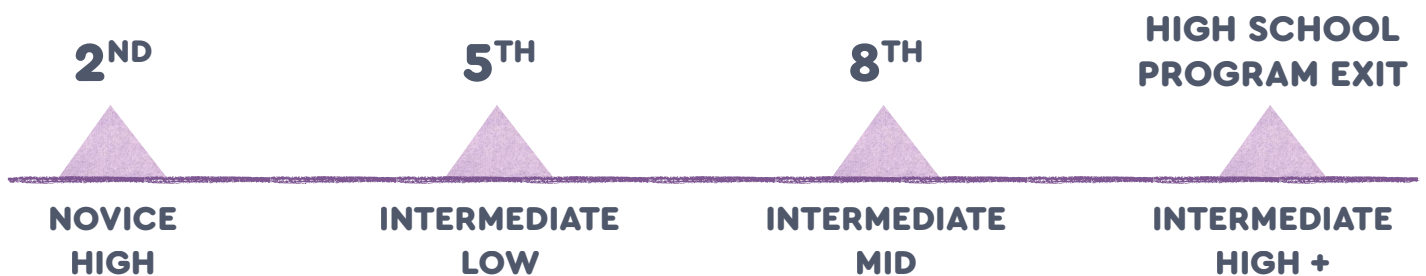
All students identified as ELs, regardless of immersion programming type, must receive services that support their English language development as they progress towards full English language proficiency. Descriptions of EL programming models and supports can be found in the [EL Program Handbook](#), the [English Learner Guidebook](#), and through other resources located in the Department's [English Learner Library](#).

Teachers and administrators of Two-Way immersion programs are tasked with the development of two languages within different populations. In addition to the structured time for target language development, Two-Way immersion programs must be mindful of providing English learner services by including scheduled time to develop English language proficiency.

- Special attention must be placed on providing adequate accommodations and support during English-only instruction until the student has met the criteria to exit from EL status.
- Opportunities for ELs to interact with peers and teachers in English should also be provided in appropriate settings.

LANGUAGE GROWTH PROGRESS MONITORING

To ensure on-target proficiency growth and progress in the targeted immersion language, student proficiency should be evaluated every 3 years.¹³ Louisiana recommends proficiency measures be put in place in grades 2 (NH), 5 (IL), 8 (IM), and high school (IH). Recommended proficiency targets for each grade level are shown in parentheses. Additional language acquisition monitoring should be built into content assessments, Louisiana checklist evaluations, and interviews.



¹³ Petzold, A. (2006). *Assessment of struggling elementary immersion learners: The St. Paul Public Schools Model*. The ACIE Newsletter, 9(2), 1-2, 10-11, 13.

COMPARING DESCRIPTORS FROM THE AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGE (ACTFL) WITH THE COMMON EUROPEAN FRAMEWORK OF REFERENCE (CEFR)

ACTFL PROFICIENCY SCALE	COMMON EUROPEAN FRAMEWORK OF REFERENCE
(NL) Novice Low	
(NM) Novice Mid	
(NH) Novice High	(A1) Breakthrough or Beginner
(IL) Intermediate Low	(A2) Waystage or Elementary
(IM) Intermediate Mid	(B1.1) Threshold or Intermediate
(IH) Intermediate High	(B1.2) Threshold or Intermediate
(AL) Advanced Low	(B2.1) Vantage or Upper Intermediate
(AM) Advanced Mid	(B2.2) Vantage or Upper Intermediate
(AH) Advanced High	(C1) Effective Operational Proficiency or Advanced
(S) Superior	(C2) Mastery or Proficiency

DUAL LANGUAGE IMMERSION PROGRAMS EXIT PROFICIENCY EXPECTATIONS

Grade Span and Exit Level for Assessment	K	1-2 2 ND GRADE	3-5 5 TH GRADE	6-8 8 TH GRADE	9-12 12 TH GRADE
MODE & SKILL					
INTERPERSONAL <i>Person-to-Person</i>	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High Advanced Mid
INTERPRETIVE <i>Listening</i>	Novice High	Intermediate Low	Intermediate High	Advanced Low	Advanced Low-High
INTERPRETIVE <i>Reading</i>	Novice Mid	Novice High	Intermediate Mid	Intermediate High	Intermediate High Advanced Low
PRESENTATIONAL <i>Speaking</i>	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High Advanced Mid
PRESENTATIONAL <i>Writing</i>	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High Advanced Low

ASSESSMENTS FOR PROFICIENCY PROGRESS MONITORING

A number of nationally and internationally recognized language assessments are available to monitor student language development and proficiency. Contact the Department at language.acquisition@la.gov for more information.

AAPPL

The [ACTFL Assessment of Performance towards Proficiency in Languages](#) (AAPPL) is a standards-based language learning assessment that assesses the three modes of communication (interpersonal, presentational, and interpretive).

DIPLOMAS DE ESPAÑOL COMO LENGUA EXTRANJERA (DELE)

The [DELE](#), granted by Spain's Ministry of Education, Culture and Sport, is an official title certifying the degree of competence and mastery of the Spanish language. The Instituto Cervantes organizes examination sessions, while the Universidad de Salamanca in Spain designs the exams and is in charge of corrections and the final evaluation of all exams.

DIPLÔME D'ÉTUDES EN LANGUE FRANÇAISE (DEL F)

The [DEL F](#) is an internationally recognized diploma awarded by the French Ministry of Education to recognize the language abilities of non-French students studying French as a second language and is valid for life. A person who tests at the DEL F B2 level has access to all French universities and does not need to take other pre-admission French-language tests.

ENGLISH LANGUAGE PROFICIENCY TEST (ELPT)

The [ELPT](#) is designed to assess the English language proficiency of students who meet the participation criteria for English Learners (ELs) as they progress through their kindergarten through grade twelve education. ELPT test items are designed to gather evidence that demonstrates how students are progressing toward full English language proficiency and meeting the skills measured through the [LA Connectors for ELs](#). All identified ELs in grades K-12 will take ELPT each year until they meet the criteria to exit.

LAS LINKS: ESPAÑOL

[LAS Links Español](#) is a research-based, Spanish language proficiency assessment that measures the speaking, listening, reading, writing, and comprehension skills of K-12 students. This assessment helps teachers identify language difficulties a student may have in Spanish and track and monitor progress in attaining Spanish language proficiency.

STAMP

The [STAMP](#) test is a standards-based assessment aligned with the ACTFL Proficiency Scale and tests students' reading, writing, listening, and speaking skills.

INTERVENTIONS

Because language acquisition can sometimes present as a learning delay, and because students often enter an immersion program prior to developmental screenings, schools and school systems should refer to and follow guidelines outlined in [Louisiana Bulletin 1508](#) to identify a variety of measures in both languages to support struggling DLI students suspected of having a disability. Research shows that students with disabilities benefit from becoming biliterate and often do better remaining in the immersion program. Having an identified disability should not be an automatic withdrawal from the program.

TARGET LANGUAGE

A variety of target language specific intervention techniques and supports exist to help students experiencing difficulties in acquiring the target language.

- RTI should be conducted in the same language as the language of instruction, i.e., if math is taught in the target language, the student should receive RTI in the target language.
- Additionally, all RTI must respect language instruction time, i.e., RTI in English should only take place during English language time and RTI in the target language should take place during target language time.

For more information on language-specific supports, contact the Department's World Language Specialists at language.acquisition@la.gov.

ENGLISH LEARNERS (EL)

EL-specific supports must be provided when the content is being taught primarily in English. Supports should be selected based on the student's English proficiency level as demonstrated on either [ELPT](#) or [ELPS](#). If the EL is at Level 1 in certain language domains (listening, speaking, reading or writing), or is a newcomer, the student may require targeted interventions to address his or her needs. Suggestions for supports and interventions can be found in the [EL Instructional Support Plan or the EL Classroom Differentiation Plan](#).

STATE CERTIFIED IMMERSION SCHOOL AWARD

[Per legislation](#), immersion schools demonstrating a commitment to World Language education can apply to become a Louisiana State Certified Immersion School.

Schools creating and maintaining well articulated, proficiency-based DLI programs that lead students to become bilingual and biliterate as indicated by the [State Certified Immersion School Award](#) rubric are eligible to obtain this distinction.

In accordance with [R.S. 17:273.2](#), the State Board of Elementary and Secondary Education has developed and implemented a process to designate dual language immersion programs (One-Way and Two-Way) that consistently meet the criteria as a “Certified World Language Immersion Education Site.” These criterion include

- adherence to state guidelines governing the minimum time of daily instruction in the immersion language;
- high quality immersion language time;
- protection of the written and oral forms of the immersion language as the exclusive language of communication within immersion teaching time;
- evidence of immersion language teaching throughout content area teaching time;
- immersion language teachers who possess native-like fluency in the immersion language;
- articulated professional development on best practices for immersion teachers, English-speaking team teachers, and school administrators;
- provision of student remediation, as needed, in the immersion language;
- articulation, or planned articulation, throughout the elementary, secondary, and postsecondary levels of education;
- visibility and recognition of the immersion language throughout the school; and
- written policies regarding entry into and exit from the language immersion setting.

A researched-based, detailed rubric was created through a joint effort between Louisiana leaders in immersion education, the Louisiana Department of Education (LDOE), the Council on the Development of French in Louisiana (CODOFIL), and the Louisiana Consortium of Immersion Schools (LCIS). For more information, contact the World Languages Team at language.acquisition@la.gov.

CONCLUSION

A wealth of research concludes that dual language immersion education benefits all children academically, socially, and developmentally. These important characteristics, combined with its inclusivity, prove DLI education to be a valuable tool for educating the whole child. Through immersion programming, schools and school systems can provide unique and enriching experiences for their students while also preserving and restoring Louisiana’s diverse linguistic landscape. Dual language immersion education in Louisiana serves not only as a nod to our history and heritage, but also as a way to look toward the future and ensure that students receive a rigorous, meaningful, and robust education that prepares them for the twenty-first century.

DUAL LANGUAGE IMMERSION TOOLKIT

LOUISIANA WORLD LANGUAGES LEGISLATION	
RS 17:272 French language and culture; Teaching French in public schools	RS 17:273 Second languages; Teaching World Languages in public schools
RS 17:273.1 Critical languages; Teaching critical languages in public schools	RS 17:273.2 Foreign Language immersion programs: Certification process and criteria
RS 17:273.3 Foreign language immersion programs: Creation by local school boards and parent petition	RS 17:273.4 State Seal of Bilingualism
RS 17:284 American Sign Language (ASL) in secondary schools	RS 17:285 African languages in public schools
RS 17:10.1 School and district accountability system: Purpose and responsibilities of state board	
WORLD LANGUAGES GUIDANCE AND RESOURCES	
LDOE World Languages Landing Page	LDOE World Languages Compendium
LDOE International Associate Teachers Program Guide	Louisiana World Languages Content Standards for Immersion
LDOE World Languages Proficiency Targets	Louisiana State Certified Immersion School Overview
EL GUIDANCE AND RESOURCES	
LDOE English Learner Library	English Learner Guidebook
EL Program Handbook	Two-Way Immersion Programming

RECOMMENDED READING LIST

- America's Languages: Investing in Language Education for the 21st Century (Rep.). (2017, February). Retrieved <https://www.amacad.org/publication/americas-languages>.
- Baker, C., & Wright, W. E. (2017). *Foundations of bilingual education and bilingualism*. Clevedon: Multilingual Matters.
- Cloud, N., Genesee, F., & Hamayan, E. (2007). *Dual language instruction: A handbook for enriched education*. Boston: Thomson/Heinle.
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- Fortune, T. W., & Menke, M. (2010). *Struggling learners & language immersion education: Research-based, practitioner-informed responses to educators' top questions*. Center for Advanced Research on Language Acquisition (CARLA).
- Howard, E. R., & Christian, D. (2002). Two-Way Immersion 101 Designing and Implementing a Two-Way Immersion Education Program at the Elementary Level. Educational Practice Report. Place of publication not identified: Distributed by ERIC Clearinghouse.
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- Mehisto, P., & Genesee, F. (2015). *Building bilingual education systems: Forces, mechanisms and counterweights*. Cambridge: Cambridge University Press.
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- U.S. Department of Education, Office of English Language Acquisition (2015). *Dual Language Education Programs: Current State Policies and Practices*. Washington, D.C.

