THE LOUISIANA
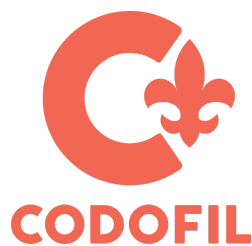# STATE CERTIFICATION APPLICATION:
WORLD LANGUAGE IMMERSION

Document Mission:

This researched-based, detailed rubric, written in accordance with R.S. 17:273.2, was created in a collaborative effort between Louisiana leaders in dual language immersion education: the Louisiana Department of Education (LDOE), the Council for the Development of French in Louisiana (CODOFIL), and the Louisiana Consortium of Immersion Schools (LCIS). This document serves as a companion to the Louisiana World Languages Compendium and to the Louisiana Guide to Effective Dual Language Immersion Programming. Many thanks to the contributing authors:

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Introduction

Throughout its history, Louisiana has been home to different cultures, traditions, and languages. Gathering influences from European, African, Asian and Native American peoples, Louisiana proudly embraces its diverse linguistic and cultural heritage. Carrying its tradition of multiculturalism into the future, Louisiana stands ready to enter the global stage.

With equitable access to attain proficiency in World Languages,
students will achieve academically, communicate with cultural understanding,
and succeed in a global community.

Louisiana's legacy of biliteracy education began in the early 1970s in St. Martin Parish with the establishment of a French bilingual program - one of the first of its kind in the country. Louisiana continued to lead the way in the 1980s with the establishment of one-way immersion pathways for French and Spanish in Calcasieu and East Baton Rouge Parishes. These programs 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 immersion education to meet the needs of its diverse student population, by adding Spanish Two-Way immersion to its offerings.

A dedication to preserving our multi-linguistic heritage, combined with a focus on the importance of bilingualism is made evident through Louisiana's commitment to offer robust dual language immersion (DLI) programming. The State recognizes two immersion models: One-way and Two-way immersion and the goal of each of these program models is to produce fully bilingual and biliterate Louisiana citizens.

"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." -CODOFIL[1]

The Louisiana Legislature supports immersion education and biliteracy in Louisiana schools through the *Immersion School Choice Law* - RS 17:273.3, the establishment of a process for *State Certification of World Language Immersion Sites* - RS 17:273.2, and *State Certification*, as reflected in the school accountability system RS 17:10.1.

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[1] CODOFIL. (2017). *French Immersion: A Guide for Creating a Successful Program* [Brochure]. N. P.: n. p.

Louisiana State World Languages Immersion Site Certification

The purpose of State Certification for immersion education sites is to augment the [Louisiana Standards for Immersion Learning](#) and to support Local Education Agencies (LEAs) in establishing and maintaining high-quality, highly effective dual language immersion programming that leads to biliteracy, student achievement, and positive self-esteem.[2] Program effectiveness depends not only on the quality of its implementation, but also with the understanding of specific non-negotiables, as well as the investment in and respect of all stakeholders. These elements form the cornerstone of a successful immersion pathway.

The Louisiana State World Languages Immersion Site Certification Application provides detailed guidance along with a program evaluation rubric that can serve as tools for LEAs to self-evaluate the effectiveness of their program(s). Once State Certification is obtained, it remains valid for three years. State certified schools may apply for renewal certification in year four. This renewal certification is valid for an additional three years.

Overview

In accordance with [RS 17:273.2](#), the State Board of Elementary and Secondary Education (BESE) developed and implemented a process to designate DLI programs with at least three (3) years of evidence and that consistently meet the qualifying criteria, as "Certified World Language Immersion Education Sites." The term "consistently meet" is defined as being compliant in all sections of the application and earning at least 80% on the evaluation rubric. Triennially thereafter, each DLI certified school may apply for recertification. Non-negotiable criteria include

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

In accordance to 2016 Regular Session [HCR136](#), Louisiana defines two-way DLI programs as providing all content instruction to English language learners and native English speakers in two languages. Non-negotiable criteria include

    1. a minimum of six years of bilingual instruction with English learners not segregated,
    2. a focus on core academic curriculum and not remedial skills,
    3. a high quality language arts curriculum for both languages,
    4. a separation of the instruction of each language such as avoiding translation or repeating the same instruction in both languages, and
    5. use of non-English language at least fifty-percent of the instructional time and as much as ninety percent in early grades.

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[2] Haj-Broussard, M. G. (2003). *Language, Identity and the Achievement Gap: Comparing Experiences of African-American Students in a French Immersion and a Regular Education Context.* Ph.D. dissertation, Louisiana State University.

State Certification Application Process

All immersion schools, public, charter, or private, are eligible to apply for State Certification. To apply to become a Louisiana State Certified World Language Immersion Site, schools must submit a complete application to the LDOE World Languages Team at language.acquisition@la.gov by the application deadline. The State Certification of World Languages Immersion Sites Application and process consist of three (3) components.

- Questionnaires
- Louisiana Certified World Language Immersion Site Visit Rubric
- Site Visit Audit

Questionnaires

Self-assessment questionnaires based on the Teacher Effectiveness for Language Learning (TELL) framework[3] and best practices research in DLI education are designed to, not only provide evidence of successful implementation of immersion, but also to lead participating teachers and administrators in professional growth. These questionnaires focus on characteristics from seven domains that should be evident in effective world language teaching: environment, learning experiences, collaboration, planning, performance and feedback, professionalism, and learning tools.

Because program design differs at each level, specific questions by level (elementary, middle, or high) are indicated with a ✔. All questionnaires provide space for detailed explanations and/or examples of actions. Applicants are encouraged to be as thorough as possible and may reply using the language they are most comfortable. All evaluation questionnaires should be sent directly to language.acquisition@la.gov by the completing teacher or administrator. Questionnaires from the following school-level employees are needed.
- One (1) World Language Site Certification Immersion/LOTE Teacher Questionnaire from **each** language other than English (LOTE) teacher on staff
- One (1) World Language Site Certification Elementary English Language Arts Teacher Questionnaire from **each** ELA teacher on staff
- Two (2) World Language Site Certification Immersion Principal Questionnaires from school site administrators - one must be the principal

Louisiana Certified World Language Immersion Site Visit Rubric

To consistently meet expectations, the Louisiana Certified World Language Immersion Site Visit Rubric requires sites to maximize the instructional day with high-quality target language instruction. Research demonstrates that more time spent in the target language results in higher attained target language proficiency.[4] Additionally, students with less time daily in the target language will have difficulties in later grades because the cognitive level of the school work exceeds the students' target language proficiency.[5] While it may seem counterintuitive, research also shows that more time in the

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[3] Teacher Effectiveness for Language Learning. (n.d.). *Teacher effectiveness for language learning framework.* Retrieved on 10/18/21 from: http://www.tellproject.org/framework/

[4] Genesee, F. (1987). *Learning through two languages: Studies of immersion and bilingual education.* Rowley, MA: Newbury House.
Lindholm-Leary, K.J. (2001). *Dual language education.* Clevedon, England: Multilingual Matters.
Lindholm-Leary, K.J., & Howard, E. (2008). Language and academic achievement in two-way immersion programs. In T. Fortune & D. Tedick (Eds.), *Pathways to bilingualism: Evolving perspectives on immersion education* (pp. 177-200). Clevedon, UK: Multilingual Matters.
Turnbull, M., Lapkin, S., & Hart, D. (2001). Grade 3 immersion students' performance in literacy and mathematics: Province-wide results from Ontario (1998-99). *The Canadian Modern Language Review, 58* (1), 9-26.

[5] Met, M., & Lorenz, E. (1997). Lessons from U.S. immersion programs: Two decades of experience. In R. Johnson & M. Swain (Eds.), *Immersion education: International perspectives* (pp. 243-264). Cambridge, UK: Cambridge University Press.

immersion language or LOTE has an additive effect on English development.[6] Consistently, over time, the academic achievement in ELA of DLI students exceeds that of non-immersion, monolingual students.[7]

Moreover, schools with successful DLI programs ensure that students meet their academic potential while becoming fully bilingual and biliterate through the use of clear school-wide policies and consistently implemented procedures that promote and protect students' use of the target language. With this, policies that encourage the separation of languages should be evident in teaching, classroom environment, and student work samples. Also, teachers must have the linguistic level[8] and professional capacity to integrate language lessons and corresponding objectives, as appropriate, into every content lesson.[9]

To meet and exceed expectations, the Louisiana rubric also requires a clear and systematic school and school system commitment that promotes staff unity. This commitment should be achieved through professional development,[10] vertical and horizontal articulated planning, and equitable access to the necessary resources that would be found in a monolingual program.[11] Establishing, expanding, and sustaining programs should advocate for family and community involvement by communicating a long-term commitment to stakeholders,[12] and by ensuring that all parties understand and value the program goals, strategies, and outcomes.[13]

Before submitting an application, applicants should review the Louisiana Certified World Language Immersion Site Visit Rubric to identify, cite, and provide a variety of quality evidence of successful implementation for each criterion. Review the chart below for sample evidence items.

[6]Lindhom-Leary, K.J. & Genesee, F. (2014). Student outcomes in one-way, two-way, and indigenous language immersion education *Journal of Immersion and Content-Based Language Education, 2*(2), 165-180.

[7] Bjorklund, S., & Mard-Miettinen, K. (2011). Integrating multiple languages in immersion: Swedish immersion in Finland. In D.J. Tedick, D. Christian, & T.W. Fortune (Eds.), *Immersion education: Practices, policies, possibilities* (pp. 13-35). Bristol, UK: Multilingual Matters.

Lambert, W.E., Genesee, F., Holobow, N., & Chartrand, L. (1993). Bilingual education for majority English speaking children. *European Journal of Psychology of Education, 8,* 3-22.

[8] Met, M., & Lorenz, E. (1997). Lessons from U.S. immersion programs: Two decades of experience. In R. Johnson & M. Swain (Eds.), *Immersion education: International perspectives* (pp. 243-264). Cambridge, UK: Cambridge University Press.

[9] Snow, C., Met, M., & Genesee, F. (1989). A Conceptual Framework for the Integration of Language and Content in Second/Foreign Language Instruction. *TESOL Quarterly, 23*(2): 201-217.

[10] Met, M., & Lorenz, E. (1997). Lessons from U.S. immersion programs: Two decades of experience. In R. Johnson & M. Swain (Eds.), *Immersion education: International perspectives* (pp. 243-264). Cambridge, UK: Cambridge University Press.

[11] Genesee, F. (2007). French immersion and at-risk students: A review of research evidence. *The Canadian Modern Language Review, 63*(5), 655-688.

[12] Cloud, N., Genesee, F., & Hamayan, E. (2000). *Dual Language Instruction: A Handbook for Enriched Education.* Boston, MA: Heinle & Heinle. pp. xii + 227

[13] Boudreaux, N. S. (2010). *A mixed methodological study of factors contributing to student persistence and their impact on student attrition in foreign language immersion programs* (Order No. 3410653). Available from Dissertations & Theses @ University of Louisiana at Lafayette; ProQuest Dissertations & Theses A&I. Retrieved from http://ezproxy.ucs.louisiana.edu: 2048/login?url=http://search.proquest.com/docview/522105954?accountid=14566

Sample Evidence Items			
internal master plans and vision planning	schedules (master, teachers, etc.)	student, teacher, and immersion handbooks	home language surveys
school, teacher, and school system websites	grade scope and sequences, lesson plans	student work samples, assessments, and report cards	teacher SLTs, observations and evaluations
PD calendars, transcripts, or logs	PLC agendas and minutes	certificates of participation or diplomas	promotional and marketing materials
parent and community presentations	school report card	data trackers	parent-facing communications

Site Visit Audit

After an initial review by the LDOE World Languages Team, applicants that meet the requirements listed in the Program Design section of the rubric will receive notification by December 15. Once notified, the applicant should prepare for an unannounced site visit audit to be conducted between January 5 and March 15. Schools may communicate up to five (5) conflict dates to ensure an optimum audit experience.

Site Visit Overview
1. Auditors and school administration begin the site visit by signing the Impartiality Oath of the Visit Validation Form.
2. Auditors observe the school site and visit classrooms to collect data and further evidence of best practices. Observations will include
   a. a self-guided school tour (with a labeled map provided by the school site) which includes immersion classrooms and common areas,
   b. teaching/learning observations of at least 60% of immersion teachers ($\cong$ 15 minutes each), and
   c. review and documentation of additional print evidence to be considered.
3. Auditors interview the school principal, 2-5 immersion teachers, 1-2 ELA teachers, and a student panel.
4. Auditors and school administration conclude the visit by signing the Closure of Visit Section of the Visit Validation Form.

NOTE: Additional evidence and/or site visits may be requested, if auditors deem necessary.

Audit Findings and Report
1. Auditors review and verify evidence.
2. Auditors submit a summary report and offer a final evaluation of the school's certification application, indicating strong and weak points, to the school principal.

State Certification Renewal Process

State Certified Immersion Sites at the end of their initial certification period are eligible to apply for State Certification Renewal. To apply for certification renewal, schools must submit a complete renewal application to the LDOE World Languages Team at language.acquisition@la.gov by the application deadline. The State Certification of World Languages Immersion Sites Renewal Application and process consist of three (3) components.

- Questionnaires for new participants
- Louisiana Certified World Language Immersion Renewal Site Evaluation Tool
- Renewal Site Visit Audit

Renewal Questionnaires

Because the self-assessment questionnaires are designed to lead participating teachers and administrators in professional growth, all employees engaged in this immersion program shall have completed this self-evaluation within the previous six (6) years.

State Certified Immersion schools may establish annual professional development that includes this self-assessment tool as well as procedures to include questionnaires as part of exiting teachers evaluations. All evaluation questionnaires should be sent directly to language.acquisition@la.gov by the completing teacher or administrator. Questionnaires from the following school-level employees are needed.
- One (1) World Language Site Certification Immersion/LOTE Teacher Questionnaire from **each new** language other than English (LOTE) teacher on staff
- One (1) World Language Site Certification Elementary English Language Arts Teacher Questionnaire from **each new** ELA teacher on staff
- One (1) World Language Site Certification Immersion Principal Questionnaires from a school site administrator - one must be the **new** principal

New is defined as any teacher or administrator who did not participate in the initial certification process.

Louisiana Certified World Language Immersion Site Renewal Evaluation Tool

To consistently meet expectations, the Louisiana Certified World Language Immersion Site Evaluation Tool requires sites to provide three (3) years of evidence that the site meets the non-negotiable criteria and maximizes the instructional day with high-quality target language instruction that leads to improved student academic achievement and higher attained target language proficiency.

Renewal Site Visit Audit

After an initial review by the LDOE World Languages Team, applicants that meet the requirements listed in the Program Design section of the rubric will receive notification by December 15. Once notified, the applicant should prepare for an unannounced site visit audit to be conducted between January 5 and March 15. Schools may communicate up to five (5) conflict dates to ensure an optimum audit experience.

Site Visit Overview
1. Auditors and school administration begin the site visit by signing the Impartiality Oath of the Visit Validation Form.
2. Auditors observe the school site and visit classrooms to collect data and further evidence of best practices. Observations will include
   a. a self-guided school tour (with a labeled map provided by the school site) which includes immersion classrooms and common areas,

      b. teaching/learning observations of at least two (2) immersion grades (≅ 15 minutes each), and
      c. review of 3-5 student cumulative folders.
3. Auditors interview an administrator or school leader **and** a student panel.
4. Auditors and school administration conclude the visit by signing the Closure of Visit Section of the Visit Validation Form.

Audit Findings and Report
1. Auditors review and verify evidence.
2. Auditors offer a final evaluation of the school's renewal application to the school principal.

State Certified World Language Immersion Site Designation: Initial and Renewal

Schools with a final score of 80% (of the total number of points possible) will earn the designation of State Certified World Language Immersion Site. Designated sites will receive an invitation to be acknowledged at the April BESE meeting, as well as receive permission to use the designated logo on all school-based communication (letterhead, email signature lines, etc.) Additionally, Certified World Language Immersion Sites will be published on the Louisiana Department of Education website.

Conclusion

The State of Louisiana is proud of its collaborative work in developing this systematic, research-based process for evaluating and recognizing quality dual language immersion programs in our state. Through this commitment to maintaining and promoting quality DLI Education, Louisiana can ensure that its immersion students receive the best possible educational experience.

Appendix I - Application Documents

Application Checklist and Timeline

Application

Initial: Louisiana Certified World Languages Immersion Site Rubric

      Program Design

      Instructional Design

      Commitment Design

Renewal: Louisiana Certified World Languages Immersion Site Evaluation Tool

      Strength, Weakness, Opportunity and Threat - SWOT Reflection

      DLI Data Collection

      Language Acquisition Progress Monitoring

      Three-Year Strategic Plan

Site Visit Validation Form

Application Checklist and Timeline

Application Checklist	New Applications	Renewal Applications
Signed Certified World Language Immersion Site application with Appendix III	✔	✔
Certified World Language Immersion Site Rubric (with support documentation)	✔	✘
Certified World Language Immersion Site Evaluation (with support documentation)	✘	✔
Evaluation questionnaire from the school principal	✔	✘
Revised evaluation questionnaire from the school principal	✘	✔
Evaluation questionnaire from one (1) additional school administrator	✔	✔
Evaluation questionnaire from each language immersion and ELA team teacher	✔	✘
Evaluation questionnaire from each *new* language immersion and ELA team teacher	✘	✔

Application Calendar	
November 15	Initial and renewal applications **DUE** with Appendix III.
December 15	Schools notified of audit site visit eligibility.
January 5 - March 15	Unannounced audit site visits.
On or before March 31	Schools notified of outcomes.
April BESE Meeting	Certified schools acknowledged at the April BESE meeting.
June 1	End of Year Reports **DUE**.

LOUISIANA DEPARTMENT OF EDUCATION

Application for Certified World Languages Immersion Site

Name of School		Academic Year
Local Education Agency		Contact Person
School Street Address/Post Office Box		Telephone Number
City, State, Zip Code		E-Mail

Language: ☐ **French**   ☐ **Mandarin Chinese**   ☐ **Spanish**   ☐ **Spanish: Two-Way**

Grades and Numbers of Sections

Grade	# of Sections		Grade	# of Sections		Grade	# of Sections		Grade	# of Sections
PreK 3			Grade 2			Grade 6			Grade 10	
PreK 4			Grade 3			Grade 7			Grade 11	
Kindergarten			Grade 4			Grade 8			Grade 12	
Grade 1			Grade 5			Grade 9			**Total %**	

List subjects taught at each grade level if school is middle or high school.

Grade 6 _____

Grade 7 _____

Grade 8 _____

Grade 9 _____

Grade 10 _____

Grade 11 _____

Grade 12 _____

I agree to submit all requested documents and to receive at least one unannounced campus visit during the auditing and decision-making process.

_____

Date   Signature of Principal

_____

Date   Signature of Superintendent / Board President

Official Use Only
Valid for Three Years from Approval Date
Date Approved _____
_____
President, Louisiana State Board of Elementary and Secondary Education

PLEASE RETURN APPLICATION WITH APPENDIX III TO:
World Languages Specialist: Office of Teaching and Learning: Academic Content
Louisiana Department of Education
1201 North Third St - Baton Rouge, Louisiana 70802

Louisiana Certified World Language Immersion Site Visit Rubric

PROGRAM DESIGN

Program Design must meet the non-negotiable criteria of "Schedule Requirements" for the State Certification of World Language Immersion review to continue.

	Schedule Requirements				
CRITERIA	**1** not representing quality	**2** approaching quality	**3** exemplifying quality	**4** exceeding quality expectations	**Metrics score** (office use only)
Elementary School: *two-way*** - language ratio	**0-49%** of daily instruction in the LOTE language	**50-64%** of daily instruction in the LOTE language	**65-79%** of daily instruction in the LOTE language	**80% or more** of daily instruction in the LOTE language	
- participant ratio	**Less than 70/30 ratio** of LOTE home language and English home language	**70/30 ratio** of LOTE home language and English home language	**60/40 ratio** of LOTE home language and English home language	**50/50 balance** of LOTE home language and English home language	
Elementary School* *one-way*	**0-49%** of daily instruction in the immersion language	**50-59%** of daily instruction in the immersion language	**60-64%** of daily instruction in the immersion language	**65% or more** of daily instruction in the immersion language	
Middle School* *one-way / two-way*	**1 class** in the immersion language	**2 classes** in the immersion language	**3 classes** in the immersion language	**4 classes** in the immersion language	
High School* *one-way / two-way*		**1 class** in the immersion language	**2 classes** in the immersion language	**3 classes** in the immersion language	
Fidelity	**No fidelity** to the LA immersion model. 2-teacher model with more than 6 transitions per day, less than 30 minutes prior to 10:30 a.m., **and** no 90-minute block in the immersion language.	**Some fidelity** to the LA immersion model. 2-teacher model with less than 6 transitions per day, **or** 30+ mins prior to 10:30 a.m., **or** at least one 90-min block in the immersion language.	**Adequate fidelity** to the LA immersion model. 2-teacher model with less than 6 transitions per day, 30+ mins prior to 10:30 a.m., **or** at least one 90-minute block in the immersion language.	**Complete fidelity** to the LA immersion model. 2-teacher model with less than 6 transitions per day, 30+ mins prior to 10:30 a.m., **and** at least one 90-minute block in the immersion language.	
Long-Term Planned Articulation & Program Duration	No articulated plan for post program	Articulated 6-year program with plan for future years	Articulated 8-year program with plan for high school	Articulated 12-year program with plan for post graduation	

*One category shall be included per rubric. **Both categories shall be included per rubric.

Louisiana Certified World Language Immersion Site Visit Rubric

	Written Guidelines				
CRITERIA	**1** not representing quality	**2** approaching quality	**3** exemplifying quality	**4** exceeding quality expectations	**Metrics score** (office use only)
Communication of Guidelines *Bonus point for guidance provided in English *AND* partner language.*	Held in a centralized location, but not published nor communicated to stakeholders. Not provided to new teachers nor monitored for fidelity.	Published for stakeholders in one method: handbook, website, or display in school. Review committee included in document. Provided to new teachers.	Reviewed periodically and communicated to stakeholders in at least two methods: handbook, website, or display in school. Date or review committee included in document. New teachers receive training.	Reviewed annually and clearly communicated to stakeholders in a variety of ways: handbook, website, and display in school Date and review committee included in document. New teachers receive ongoing support and monitoring.	
Student Recruitment and Retention: Entry and Exit	Includes two areas of the entry and exit processes: application, acceptance, placement, late-entry criteria, initiation, data review, meeting of stakeholders, decision rendered.	Includes at least two areas of each of the processes: entry (application, acceptance, placement priorities, late-entry criteria) exit (initiation, data review, meeting of stakeholders, decision rendered)	Includes at least six areas of the two processes: entry (application, acceptance, placement priorities, late-entry criteria) exit (initiation, data review, meeting of stakeholders, decision rendered)	Includes all four areas of both entry and exit processes: application, acceptance, placement priorities, **and** late-entry criteria as well as initiation, data review, stakeholder meeting, **and** decision rendered.	
Remediation, Intervention and Special Services		Scheduling of intervention does not respect immersion class time and is conducted in English.	Scheduling of intervention respects immersion class time **or** is conducted in the immersion language.	Scheduling of intervention respects immersion class time **and is conducted** in the immersion language.	

Louisiana Certified World Language Immersion Site Visit Rubric

	Staffing and Certification				
CRITERIA	**1** not representing quality	**2** approaching quality	**3** exemplifying quality	**4** exceeding quality expectations	Metrics score (office use only)
Immersion Language / LOTE Proficiency Level	≤ 49% with appropriate OPI/ECFR scores B2.2/Advanced-Mid or better	50-65% with appropriate OPI/ECFR scores B2.2/Advanced-Mid or better	66-82% with appropriate OPI/ECFR scores B2.2/Advanced-Mid or better	> 83% with appropriate OPI/ECFR scores B2.2/Advanced-Mid or better	
Collaborative Teacher Recruitment / Retention	Relies heavily on state and international recruitment efforts. 5-year retention rates demonstrate little retention of local or international teachers. > 81% of immersion language teachers are recruited by state.	Active local recruitment with a sustainability plan and 5-year retention rates demonstrate some retention. 80 - 51% of immersion language teachers are recruited by state.	Active local recruitment with a sustainability plan with targeted efforts for retention of qualified staff and 5-year retention rates demonstrate maximum. 50 - 34% of immersion language teachers recruited by state.	LEA, program & state consistently collaborate to fully implement a sustainability plan with IATs serving as exchange teachers to enrich and strengthen the program. <33% of immersion language teachers recruited by state.	
Certification	≤ 49% of ELA and immersion teachers are certified for their subject. K-2nd grade ELA TWI teachers EL certified.	50-65% ELA and immersion teachers certified for their subject. K-2nd grade ELA TWI teachers EL certified.	66-82% ELA and immersion teachers certified for their subject. K-2nd grade ELA TWI teachers EL certified.	83-100% ELA and immersion teachers certified for their subject, K-2nd grade ELA TWI teachers EL certified **and articulated opportunity** for all teachers to certify in EL/bilingual.	

Louisiana Certified World Language Immersion Site Visit Rubric

	Professional Development on Immersion Best Practices				
CRITERIA	**1** not representing quality	**2** approaching quality	**3** exemplifying quality	**4** exceeding quality expectations	**Metrics score** (office use only)
Administrators (average of two most implicated administrators)	Less than 4 hours/CLUs per year of professional learning related to DLI theory, pedagogy, and practices	4-5 hours/CLUs per year of professional learning related to DLI theory, pedagogy, and practices	At least 6 hours/CLUs per year of professional learning related to DLI theory, pedagogy, and practices	More than 6 hours/CLUs per year of professional learning related to DLI theory, pedagogy, and practices	
Immersion Language / LOTE Teachers (average of all teachers)	Less than 5 hours/CLUs per year on topics related to DLI curriculum, assessment, and instruction	5-11 hours/CLUs per year on topics related to DLI curriculum, assessment, and instruction	At least 12 hours/CLUs per year on topics related to DLI curriculum, assessment, and instruction	More than 12 hours/CLUs per year on topics related to DLI curriculum, assessment, and instruction	
ELA and Immersion Support Teachers (average of all teachers)	Less than 4 hours/CLUs per year on topics related to implementation of DLI instruction	4-5 hours/CLUs per year on topics related to implementation of DLI instruction	At least 6 hours/CLUs per year on topics related to implementation of DLI instruction	More than 6 hours/CLUs per year on topics related to implementation of DLI instruction	
Immersion Paraprofessionals* (average of all paras) when applicable	None	Less than 1 hour/CLUs per year on topics related to appropriate support of DLI instruction	At least 1 hour/CLUs per year on topics related to appropriate support of DLI instruction	More than 1 hour/CLUs per year on topics related to appropriate support of DLI instruction	
Other Pertinent Certifications* indicates pattern in PD	≤ 49% of teachers	50-65% teachers	66-82% teachers	83-100% teachers	
Compile the results of Section 1					
Program Design	**Criteria**		**Score**	**Final Justification/Comments**	
Non-negotiables	1. Schedule Requirements				
	2. Written Guidelines				
	3. Staffing & Certification				
	4. Professional Development on Immersion				

Louisiana Certified World Language Immersion Site Visit Rubric

INSTRUCTIONAL DESIGN

—Instructional Design must meet the non-negotiable criteria at 80% for the State Certification of World Language Immersion review to continue.

	Evaluation of immersion language achievement and academic achievement (CALP)				
CRITERIA	1 not representing quality	2 approaching quality	3 exemplifying quality	4 exceeding quality expectations	Metrics score (office use only)
Immersion language / LOTE Report Card Grades	Immersion language / LOTE only assessed via the content grades.	Immersion language / LOTE has alternate grade published. i.e. E/S/U or P/F or in-class chart	Immersion language / LOTE has a grade on the report card without comments	Immersion language / LOTE has a grade on the report card with comments / conferences	
Student Language Proficiency: OWI: Immersion Language TWI: English & LOTE	**Neither** student performance goals are set **nor** is proficiency tracked.Testing not implemented consistently.	Has established a plan to set and meet student performance goals, **or** has a program to implement and track proficiency data collection.Informal testing annually; i.e. checklists, or interviews	Has established a plan to set and meet students' performance goals **and** has a program for implementation. Proficiency tracked in class by teacher. 1 grade level tested annually on national / international standardized proficiency assessment	Has implemented a plan to set and meet student performance goals, **and** proficiency is tracked in cumulative folders. More than 1 grade level tested annually on national/international standardized proficiency assessment. Bonus point for implemented progress monitoring plan.	
Academic Achievement Data	Achievement data not disaggregated by program.	Achievement data disaggregated by program, but not shared.	Achievement data disaggregated by program and shared internally.	Achievement data disaggregated by program and published publicly.	

CALP:Cognitive Academic Language Proficiency

Louisiana Certified World Language Immersion Site Visit Rubric

	Evidence of visibility, equity and recognition				
CRITERIA	**1** not representing quality	**2** approaching quality	**3** exemplifying quality	**4** exceeding quality expectations	Metrics score (office use only)
School Library	Very few immersion books are in the library, including second language readers and dictionaries.	Section of immersion language books in the library with some variety. Library is concentrated in the classroom.	Display of immersion language books and posters. The books are proportional to the immersion students and include selections for each grade level.	Prominent display of immersion language books and posters. The well-curated books are proportional to the immersion students and include a wide variety that reflects the library.	
Immersion Language (LOTE) Presence: In-School and Online	Immersion language is not visible in the overall campus and is visible in <25% in the immersion areas of campus. Little or no evidence of the immersion program on **neither** the district **nor** school websites.**No** social media presence.	Immersion language is visible in <25% of the overall campus and is visible in 25-50% in the immersion areas of campus. **Neither** schoolwide **nor** classroom announcements are made in the target language. Evidence of the immersion program on district **or** school websites **and/or** social media presence.	Immersion language is visible in 25-50% of the overall campus and is visible in over 50% in the immersion areas of campus. Schoolwide **or** classroom announcements made in the target language. Hidden evidence of the immersion program on district websites **and** some evidence of immersion program on school's website **and/or** social media presence.	Immersion language is visible in over 50% of the overall campus and is visible in ≅ 90% in the immersion areas of campus. Schoolwide **and** classroom announcements routinely made in the target language. Evidence of the immersion program on district **and** school websites **and** social media presence.	
Classroom Print	Not a print-rich classroom	Classroom print does not respect the separation of **nor** % of languages	Print-rich classroom that respects the separation **or** % of languages	Print-rich classroom that respects the separation and % of languages	
Classroom Library	Very few immersion books are in the classroom, including second language	Section of immersion language books in the library with some variety.	Display of immersion language books. The books are grade level **or**	Prominent display of immersion language books on topic. The well-curated	

Louisiana Certified World Language Immersion Site Visit Rubric

readers and dictionaries. Library includes <5 books per child and does not include digital options.	Books are concentrated at student desks. Library includes 5 - 19 books per child including some limited digital options.	proficiency-level appropriate to the students. Library includes 20 - 30 books per child and may include digital options.	library is grade **and** proficiency-level appropriate to the students. Library includes at least 500 books or 31+ books per child and includes digital options.	

Use of Language: Oral/Aural and Print					
CRITERIA	1 not representing quality	2 approaching quality	3 exemplifying quality	4 exceeding quality expectations	Metrics score (office use only)
Immersion/LOTE Teachers	Teacher communicates in English with students	Occasional use of English to support communication with students; responds to visitors or intercom in English.	Exclusive use of the immersion language with students; responds to visitors or intercom in English.	Exclusive use of the immersion language, including with visitors and intercom.	
Monitoring Immersion Student Use of Immersion Language	Students use English when speaking to the teacher, and the teacher ignores the use of English.	Students use immersion language when speaking to the teacher and English when speaking to peers. Teacher redirects the use of English.	Students use immersion language when speaking to teachers and peers while in class. Teacher implements positive routines to redirect use of English.	Exclusive use of the immersion language in all areas of school. Students are at ease with the practice. Students self-correct and/or re-direct peers as evidence of routines.	
Immersion Content Teaching Materials	Absence of teaching materials in the immersion language	Some supplementary materials in the immersion language	All supplementary materials in the immersion language	Required materials **and** supplementary materials in the immersion language	
Content Testing	All assessments are in English.	Some teacher assessments are in the immersion language.	All teacher assessments are exclusively in the immersion language.	All teacher assessments are in the immersion language **and** require students to produce on-level language.	

Louisiana Certified World Language Immersion Site Visit Rubric

	Evidence of embedded immersion language teaching throughout content teaching				
CRITERIA	1 not representing quality	2 approaching quality	3 exemplifying quality	4 exceeding quality expectations	Metrics score (office use only)
Integrated Language Planning: Content and Language (Vocabulary, Syntax, Language Functions)	Planning documents and instructional documents/practices include some terms in English or some English translation . Syntax errors are not corrected (only content is addressed). The only function used by students is answering questions.	Planning documents and/or instructional documents/practices address content vocabulary **without** scaffolding, model good syntax, and students are encouraged to correct themselves. Students engaged mainly in answering questions but other functions emerge.	Planning documents and instructional documents/practices specifically address obligatory vocabulary **with** scaffolding, model good syntax, and students are encouraged to self-correct. Students engaged in two or more language functions (discussions, presentations, questioning, hypothesizing).	Planning and instructional documents / practices specifically address both obligatory **and** compatible vocabulary **and** syntax. Lessons have scaffolding and model good syntax.Students encouraged to self-correct. Referentials routinely used. Teacher plans for students engagement in a variety of language functions (discussions, presentations, questioning, hypothesizing)	
Integrated Language Planning 2 languages	No biliteracy projects are planned nor implemented.	At least one biliteracy project is implemented with a plan to expand.	At least one biliteracy project is implemented annually.	Two or more biliteracy projects implemented annually.	
Articulated Language Planning	No dedicated planning time for vertical language articulation, horizontal articulation between subjects **nor** parallel procedures, routines, rules.	Dedicated planning time for implemented vertical language articulation **or** horizontal articulation between subjects **or** parallel procedures, routines, rules.	Dedicated planning time for either vertical language articulation **or** horizontal articulation between subjects **and** parallel procedures, routines, rules.	Dedicated planning time for fully implemented vertical language articulation, horizontal articulation between subjects and parallel procedures, routines, rules.	
Grade and Content Appropriate	Teacher does not require complete sentences nor provide opportunities to	Teacher requires complete sentence answers, but does not push for longer text,	Teacher requires complete sentence answers, pushes for longer text, and	Teacher and students interact naturally in the immersion language with	

Louisiana Certified World Language Immersion Site Visit Rubric

Student Oral Production	interact in the immersion language. (single words or phrases)	nor provide opportunities to interact in the immersion language.	provides opportunities to interact in the immersion language.	complete discourse. Students may argue in the language.	
Grade and Content Appropriate Student Written Production	Students are not expected to write creatively in the immersion language.	Student writing is limited **and/or** creative writing opportunities are limited.	Student written production is two or more grade levels below English level expectations.	Student written production is on level or less than one grade level below English level expectations.	
Compile the results of Section 2					
Instructional Design	**Criteria**		**Score**	**Final Justification/Comments**	
Non-negotiables	5. Evaluation of immersion language achievement and academic achievement (CALP)				
	6. Evidence of visibility, equity and recognition				
	7. Use of Language: Oral/Aural and Print				
	8. Evidence of embedded immersion language teaching throughout content teaching				

Louisiana Certified World Language Immersion Site Visit Rubric

COMMITMENT DESIGN

	Long-Term Stakeholder Commitment and Administrative Support				
CRITERIA	**1** not representing quality	**2** approaching quality	**3** exemplifying quality	**4** exceeding quality expectations	Metrics score (office use only)
Investment in Immersion Language (adults)*	No evidence of administrators or other staff using the immersion language.	Administrators or other staff are attempting to learn/use expressions in the immersion language.	Administrators or other staff are actively learning the immersion language and/or at least one bilingual employee is on staff.	Administrators or other staff are intensively learning the immersion language **or** multiple bilingual employees exist on staff.	
Collaborative Leadership	None	Presence of system **or** school **or** team level immersion coordinator.	Presence of system, **and/or** school **and/or** team level immersion coordinators	Presence of system, school, **and** team level immersion coordinators/coaches that collaborate system-wide planning	
Scheduling	No scheduling for immersion planning time, team planning time, **nor** classroom observations	Scheduling for **one**: immersion planning time, **or** team planning time, **or** classroom observations	Scheduling for **two**: immersion planning time, team planning time, **or** classroom observations	Scheduling for **all**: immersion planning time, team planning time, **and** classroom observations	
PD Support (Mentorship: Is your school contributing to the good of all?)	Immersion teachers are required to take personal days to attend immersion specific PD.	Immersion teachers are allowed professional leave **but** no funding is provided to attend immersion specific PD.	Immersion teachers are allowed professional leave **and** funding is provided to attend immersion specific PD.	Immersion teachers are allowed professional leave **and** funding is provided to attend immersion specific PD. Teachers have the opportunity for leadership and mentorship roles.	

* Bonus for One-Way and Two-Way

Louisiana Certified World Language Immersion Site Visit Rubric

Family and Community Engagement: Evidence of use of language outside of content area (BICS)					
CRITERIA	**1** not representing quality	**2** approaching quality	**3** exemplifying quality	**4** exceeding quality expectations	**Metrics score** (office use only)
Immersion Parent Support Group	No parent support group is available	There is a parent support group, but little information is found at the school and no online student resources available.	Parent support group is available for parents and contact information is available upon request. Limited online student resources available.	Parent support group information prominently displayed with contacts and schedule of meetings available upon request. Multiple online student resources available.	
Exchange Opportunities	Occasional virtual *or* in-person exchanges with students from the target culture.	Current year virtual *or* in-person exchanges with students from the target culture with future plans.	Multi-year *or* multi-grade virtual and/or in-person exchanges with students from the target culture.	Multi-year *and* multi-grade virtual and/or in-person exchanges with students from the target culture.	
Immersion Language Guest Speakers	One guest speaker who speaks to one grade in the immersion language	One guest speaker who speaks to two different grades in the immersion language	One guest speaker who speaks to three or more different grades in the immersion language	At least two guest speakers who speaks to three or more different grades in the immersion language	
Immersion Language Field Trips	One or fewer immersion language field trips have been conducted for one grade in the immersion program	One immersion language field trip has been conducted for two different grades in the immersion program	One immersion language field trip has been conducted for three or more different grades in the immersion program	At least two immersion language annual field trips for more than three different grades in the immersion program.	
Immersion Language Special Events	No special events involving immersion	One special event involving immersion	Two special events involving immersion	More than two special events involving immersion	
Compile the results of Section 3					
Commitment Design	Criteria		Score	Final Justification/Comments	
Non-negotiables	9. Long term Stakeholder Commitment and Administrative Support				
	10. Family and Community Engagement				

BICS: Basic Interpersonal Communication Skills

Louisiana Certified World Language Immersion Site Visit Evaluation Tool

With equitable access to attain proficiency in World Languages,
students will achieve academically, communicate with cultural understanding,
and succeed in a global community.

Through this evaluation tool, Louisiana DLI Certified Sites are able to reflect on existing practices that impact student achievement and develop a strategic plan to solve an existing dilemma. This tool may be used by individuals or in teams.

SWOT Reflection

Reflect on this site's DLI program and identify at minimum one strength, one weakness, one opportunity and one threat. Write a one-sentence description of each based on the table below.

S.W.O.T Reflection	
Strength	initiatives or areas of the rubric where the site scored well and that continue to perform well
Weakness	underperforming areas on the rubric that provide a starting point for improvement
Opportunity	unidentified or newly identified initiatives that will lead to a stronger DLI site
Threat	external factors that impact the effectiveness of the DLI program

DLI Data Collection

Compile the last three years' enrollment and performance data, then identify a data trend to explore.

Dual Language Immersion Student Enrollment by Sub-Group											
School Year	Economically Disadvantaged		Students of Color		White		EL Learners		Students with Disabilities		Total Student Enrollment
	#	%	#	%	#	%	#	%	#	%	
20 __ __											
20 __ __											
20 __ __											

Dual Language Immersion Student Enrollment by Grade Level											
School Year	PK	K	1	2	3	4	5	6	7	8	Total Student Enrollment
20 __ __											
20 __ __											
20 __ __											

Louisiana Certified World Language Immersion Site Visit Evaluation Tool
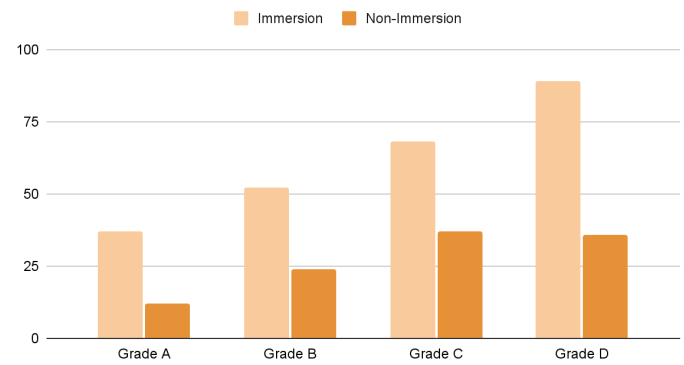
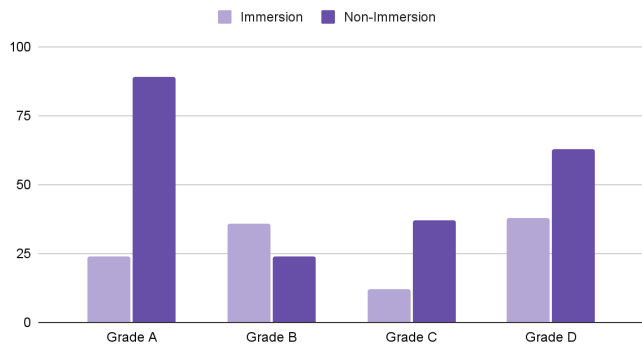Example school level or school district level student achievement data reporting.

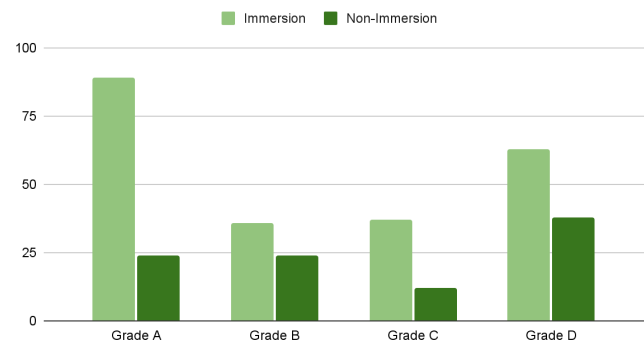20** LEAP Data Grades # - # English % Mastery+

20** LEAP Data Grades # - # Math % Mastery+

20** LEAP Data Grade # - # Social Studies % Mastery+

20** LEAP Data Grades # - # Science % Mastery+

Louisiana Certified World Language Immersion Site Visit Evaluation Tool

Language Acquisition Progress Monitoring

Please write a 500 word narrative that addresses the following questions. How is this site monitoring students' acquisition of the target language? What assessment tool(s) are being used and how often? How is this site identifying struggling students? What forms of RTI are offered in the target language when needed?

	Dilemma Protocol	
45 minutes	1. Select one data driven weakness, threat, or data trend for the focus of this dilemma. 2. Select a team of three to ten site-based stakeholders to serve in this community. 3. Identify the presenter, timekeeper, and recorder of the community.	
3-5 minutes	**Presenter:** Provide an overview of the dilemma and frame a question for the community to consider.	
3-5 minutes	**Participants:** Pose clarifying questions to the presenter that solicit brief and factual answers that do not lead to discussion.	
5-7 minutes	**Participants:** Pose probing questions to the presenter. Probing questions help the presenter expand perception of the dilemma and solicit thoughtful answers. Probing questions do *not* offer advice in the form of a question. *There is no cross discussion during the time for questioning.*	
15 minutes	**Presenter:** Restates or reframes the question and then observes, listens, and takes notes of the ensuing discussion. **Participants:** Discuss the dilemma amongst each other rather than speaking directly to the presenter.	
	● Begin with the strengths of the presentation, positive observations, takeaways, and feedback.	
	● Explore opportunities for growth and investigation. *What questions does this issue raise for us?*	
	● Discuss potential solutions that focus on opportunities for growth.	
3-5 minutes	**Presenter:** Reflects on what was heard during the discussion, how thinking has changed, and potential next steps.	
5-7 minutes	**Participants:** Share out one positive and two takeaways from the discussion.	

Three-year strategic plan
Based on the SWOT Reflection, the Data Collection and the Dilemma Protocol, establish a 3-year strategic plan for this site to include the following information.

1. Need:

2. SMART Goal:

3. Bi-annual Checkpoints:

4. Final Evaluation:

VISIT VALIDATION FOR CERTIFIED WORLD LANGUAGE IMMERSION SITE

Name of School _____

Address _____

Date/Time Visit 1 _____

Date/Time Visit 2 (opt.) _____

OATH OF IMPARTIALITY

I verify that there is no conflict of interest in my auditing of this school
for purposes of World Language Immersion Certification.

Name of Senior Auditor	
Signature	
Name of Auditor:	**Name of Auditor:**
Signature	**Signature**
Name of Auditor:	**Name of Auditor:**
Signature	**Signature**
Name of Auditor:	**Name of Auditor:**
Signature	**Signature**

CLOSURE OF VISIT

Principal or Designee Name _____

_____
Signature   **Time**   **Date**

Senior Auditor

_____
Signature   **Time**   **Date**

Appendix II - Dual Language Immersion Resources

Dual Language Immersion Toolkit

Recommended Reading List

Glossary of Acronyms and Terms

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 Biliteracy
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
Louisiana Guide to Effective Dual Language Immersion Programming	LDOE World Languages Proficiency Targets
Dual Language Immersion Program Planning Document	Dual Language Immersion Vision Planning Document
Louisiana Dual Language Participant Recruitment and Retention Planning Guide	Immersion Overview by Proficiency Level
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.

Collier, V. P., & Thomas, W. P. (2014). *Creating dual language schools for a transformed world: Administrators speak*. Dual Language Education of New Mexico/Fuente Press.

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.

Jaumont, F., Ross, J., Schulz, J., Ducrey, L., Dunn, J. (2017) "Sustainability of French Heritage Language Education in the United States" in Peter P. Trifonas and Thermistoklis Aravossitas (editors) International Handbook on Research and Practice in Heritage Language Education. New York, NY: Springer.

Johnson, R. K., & Swain, M. (1997). *Immersion education: International perspectives*. Cambridge: Cambridge University Press.

Kagan, O., Carreira, M. M., & Chik, C. H. (2017). *The Routledge handbook of heritage language education: From innovation to program building.* New York: Routledge.

Mehisto, P., & Genesee, F. (2015). *Building bilingual education systems: Forces, mechanisms and counterweights.* Cambridge: Cambridge University Press.

Tedick, D., & Lyster, R. (2020). *Scaffolding language development in immersion and dual languages classrooms*. New York: Routledge.

Thomas, W. P., & Collier, V. P. (2017). *Why dual language schooling*. Dual Language Education of New Mexico.

U.S. Department of Education, Office of English Language Acquisition (2015). *Dual Language Education Programs: Current State Policies and Practices*. Washington, D.C.

Glossary of Acronyms and Terms associated with World Languages and Immersion Education

ACTFL	American Council on the Teaching of Foreign Languages
AAPPL	ACTFL Assessment on Performance toward Proficiency in Languages - a World Language proficiency test
AELRC	The Assessment and Evaluation Language Resource Center
BICS	**Basic Interpersonal Communicative Skills - language skills needed to interact in social situations.**
CAL	Center for Applied Linguistics
CALP	**Cognitive / Academic Language Proficiency**
CALPER	Center for Advanced Language Proficiency Education and Research
CASLS	Center for Applied Second Language Studies
CEFR	Common European Framework of Reference – a framework of reference designed to provide a transparent, coherent and comprehensive basis for the elaboration of language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency. It is used in Europe but also in other continents and is now available in 39 languages. The CEFR describes foreign language proficiency at six levels: A1 and A2, B1 and B2, and C1 and C2, as well as defining three additional "plus" levels (A2+, B1+, and B2+).
CeLCAR	Center for Languages of the Central Asian Region (CeLCAR)
CERCLL	Center for Educational Resources in Culture, Language, and Literacy
CI	Comprehensible Input - language input that can be understood by the listener even though he/she does not understand all of the words or structures.
Circumlocution	Talking around an idea by conveying its meaning by explaining key factors. Circumlocution is generally used when a speaker lacks the specific vocabulary to express his idea but possesses sufficient ability to express his thoughts so that the listener is able to determine meaning from the exchange.
Code-switching	Switching from one language to another to complete a thought or idea.
COERLL	Center for Open Educational Resources and Language Learning
Communicative Competence	The ability to function in a communicative setting; knowing how, when and why to say what to whom.
CULTR	Center for Urban Language Teaching and Research

Cultural Competence	The ability to interact effectively with people of different cultures. It is comprised of four components: 1) awareness of one's own cultural worldview, 2) attitude towards cultural differences, 3) knowledge of different cultural practices and worldviews and 4) cross-cultural skills.
DELE	Diplomas de Español como Lengua Extranjera (Diplomas of Spanish as a Foreign Language) - official diplomas issued by the Spanish Instituto Cervantes on behalf of the Spanish Ministry of Education and Science to participants who have passed a standardised test indicating their European Spanish language proficiency.
DELF	The *Diplôme d'études en langue française (Diploma in French Language Studies)* - a certification of French-language abilities for non-native speakers of French administered by the International Centre for French Studies (*Centre international d'études pédagogiques*, or CIEP) for France's Ministry of Education.
ECFR	**European Common Framework of Reference for languages -** a framework of reference designed to provide a transparent, coherent and comprehensive basis for the elaboration of language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency. It is used in Europe but also in other continents and is now available in 39 languages. The CEFR describes foreign language proficiency at six levels: A1 and A2, B1 and B2, and C1 and C2, as well as defining three additional "plus" levels (A2+, B1+, and B2+).
ELL / EL	English Language Learner / English Learner
ELP	European Language Portfolio – A document that allows users to record their language learning achievements and their experience of learning and using languages. The ELP was developed by the Language Policy Division of the Council of Europe to support the development of learner autonomy, plurilingualism and intercultural awareness and competence.
ESL	English as a Second Language
Fluency	The flow in spoken or written language as perceived by the listener or reader.
Heritage Learner	Immigrant, indigenous and colonial languages (e.g., both Navajo people and Spanish-speaking Latinos in the United States are heritage language speakers).
IPA	Integrated Performance Assessment - A cluster assessment developed by the ACTFL as a prototype for assessing the progress language students are making in achieving the K-16 standards as well as in developing their language proficiency.
Interculturality	Being open to, interested in, curious about, and empathetic towards people from other cultures, and using this heightened awareness of otherness to engage and interact with others and, potentially, to act together for common purposes. Interculturality involves evaluating one's own everyday patterns of perception, thought, feeling and behavior in order to develop greater self-knowledge and self-understanding. (Byram, 2000)
Interpersonal	The process that we use to communicate our ideas, thoughts and feelings to another

Communication	person. It involves negotiating meaning through the exchange of ideas and thoughts.
Interpretive Communication	Listening, reading and viewing; a key function is to comprehend main ideas and identify some supporting details
JNCL-NCLIS	Joint National Committee for Languages - National Council for Languages and International Studies
LA	**Louisiana**
L1	First Language
L2	Second Language
L2TReC	Second Language Teaching and Research Center
LDOE	Louisiana Department of Education
LFLTA	Louisiana Foreign Language Teachers' Association
Linguafolio®	A portfolio assessment instrument designed to support individuals in setting and achieving their goals for learning languages. Linguafolio® provides a clear description of learner steps toward language proficiency
LOTE	**Language Other Than English**
LRC	Language Resource Center
NADSFL	National Association of District Supervisors of Foriegn Language
NCSSFL	National Council of State Supervisors of Foreign Language
NEALRC	National East Asian Language Resource Center
NFLRC	National Foreign Language Resource Centers
NHLRC	National Heritage Language Resource Center
NNELL	National Network for Early Language Learning
NRCAL	The National Resource Center for Asian Languages
OLRC	Open Language Resource Center
OPI	**Oral Proficiency Interview**
PEARLL	Professionals in Education Advancing Research and Language Learning
Presentational Communication	The presentation of information through rehearsed written, spoken or visual means; an essential function is the ability to create with language.

Proficiency	The ability to use language in real world situations in a spontaneous interaction and non-rehearsed context and in a manner acceptable and appropriate to native speakers of the language. Proficiency demonstrates what a language user is able to do regardless of where, when, or how the language was acquired. (ACTFL, 2012)
Proficiency Test	Test that provides overall information on a student's language proficiency level or ability; can be used to determine entry and exit levels of a language program or to adjust the curriculum according to the abilities of the students.
Pull-outs	Refer to classes such as computer, counseling, library, performing arts, physical education, rti and visual arts that are not delivered in the immersion language.
Scaffolding	Temporary guidance or assistance provided to a student by a teacher, another adult or a more capable peer that enables the student to perform a task he/she otherwise would not be able to do alone, with the goal of fostering the student's capacity to perform the task on his or her own later on.
SIELE	Servicio Internacional de Evaluación de la Lengua Española (International Evaluation Service of the Spanish Language) - a World Languages proficiency test
STAMP	**STA**ndards-based **M**easurement of **P**roficiency - a World Languages proficiency test
TESOL	Teaching English to Speakers of Other Languages
TL	Target Language - the language being taught/learned.
Transition	Each time a student transitions into or out of the target language.
WL	World Language

Immersion Programs Exit Proficiency Expectations

Grade Span and Exit Level for Assessment	K	1-2 2nd grade	3-5 5th grade	6-8 8th grade	9-12 12th grade
MODE & SKILL					
INTERPERSONAL *Person –to-Person*	**Novice** Mid	**Novice** High	**Intermediate** Low	**Intermediate** Mid	**Intermediate** High **Advanced** Mid
INTERPRETIVE *Listening*	**Novice** High	**Intermediate** Low	**Intermediate** High	**Advanced** Low	**Advanced** Low-High
INTERPRETIVE *Reading*	**Novice** Mid	**Novice** High	**Intermediate** Mid	**Intermediate** High	**Intermediate** High **Advanced** Low
PRESENTATIONAL *Speaking*	**Novice** Mid	**Novice** High	**Intermediate** Low	**Intermediate** Mid	**Intermediate** High **Advanced** Mid
PRESENTATIONAL *Writing*	**Novice** Mid	**Novice** High	**Intermediate** Low	**Intermediate** Mid	**Intermediate** High **Advanced** Low

Appendix III - Sample Planning Documents Due with Application

Sample Staffing and Certification Document

Sample Teaching Schedule

Sample Scheduling Tool and Documentation Form

SAMPLE: Staffing and Certification Document

Evidence of certifications, trainings, and native-like fluency in the language of instruction may include, but are not limited to, certificates, diplomas, transcripts.

Teacher: Immersion / LOTE and ELA For renewing schools, indicate with an asterix (*) any new teacher who did not complete a questionnaire during the previous cycle.	Grade Level / Course	Level of Language Proficiency	Certifications e.g. WLC, Bilingual, ESL	Additional Trainings e.g. DELF, SIOP, BeGlad
	Bilingual LOTE Speakers		**English Only Speakers**	
Paraprofessionals when appropriate*				

Bonus point for LOTE paraprofessional.   **Please use multiple pages as needed.**

SAMPLE: Teaching Schedule Document

One schedule submitted per teacher. Please highlight any and all blocks of instruction that are 100+ minutes as well as immersion minutes prior to 10:30 am.

Teacher:			LEA:		
Language:			School:		
Grade/Subject:		Number of students:	Mentor teacher:		
TIME	**MONDAY**	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
# of transitions					
# minutes in LOTE					
% of instruction in LOTE					

SAMPLE: Scheduling Tools and Documentation Form

Bulletin 741 **§333(A)**

Each LEA shall adopt a calendar that includes a school year that is in accordance with applicable state regulations and includes a minimum of 63,720 minutes of instructional time.

Elementary School

When computing immersion minutes in an elementary school, leaders shall consider the following guidance.

	Computing Elementary School Daily Immersion Percentage						
1	Total Daily Instructional Minutes in the Immersion/LOTE (see definition of instructional time)					*1*	
2	Total Daily Instructional Minutes (see definition of instructional time)					*2*	
3	Average of Daily Pull-out Minutes (see definition)					*3*	
4	*Subtract line 3 from line 2.*	*2*		**-**	*3*	**=**	
5	*Multiply line 4 by .5 (50%)*	*4*		**X**	**.5**	**=**	
6	*If line 1 is greater than line 5, then expectations have been met.*	*1*		**>**	*5*	**=**	*yes/no*
7	*Divide line 1 by line 4..*	*1*		**/**	*4*	**=**	

- NOTE: Line 5 represents the minimum number of daily instructional minutes required for a program to be defined as "immersion."
- NOTE: Line 7 represents the actual percentage of instructional time in the immersion language/LOTE per teacher or grade.

Bulletin 741 **§333(A)(2)**
Instructional time shall include the scheduled time within the regular school day devoted to teaching courses outlined in the program of studies. Instructional time does not include such things as: recess; lunch; change of class time; and parent-teacher conferences.

"Pull-out minutes" shall include ancillary classes and tutoring not taught in immersion/LOTE, i.e. library, music, RTI, etc.

Bulletin 741 **§3703**
Language Arts—a broad subject area which includes reading, literature, speaking, listening, oral and written composition, English grammar, and spelling. *(Foreign language may be included as part of the language arts program.)*

Secondary School

When considering immersion minutes in a middle school or Carnegie Credit course, leaders shall consider the following guidance.

Bulletin 741 §2314 (C)
When awarding credit based on instructional time, LEAs shall provide a minimum of 7,965 instructional minutes for one Carnegie credit, and students shall be in attendance for a minimum of 7,515 minutes. In order to grant one-half Carnegie credit, LEAs shall provide a minimum of 3,983 instructional minutes, and students shall be in attendance for a minimum of 3,758 minutes.

Immersion school principals may arrange the schedule offered in the program of studies to reduce or increase the number of minutes per week provided the yearly aggregated time requirements are met. This flexibility assists schools implementing block schedules.

NOTE: Please provide a narrative that describes how this school ensures that students maximize contact time with the target language by identifying gatekeeping devices.

	Computing Immersion Minutes in Middle School, Junior High School, or High School				
	Course 1	**Course 2**	**Course 3**	**Course 4**	**Percentage of daily instructional minutes**
	● **Core Course** ● **Non-Core Course**	● **Core Course** ● **Non-Core Course**	● **Core Course** ● **Non-Core Course**	● **Core Course** ● **Non-Core Course**	
Year 1					
Year 2					
Year 3					
Year 4					