



welcome to build it better



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build it better: three critical strategies for building a quality immersion program



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co-founder

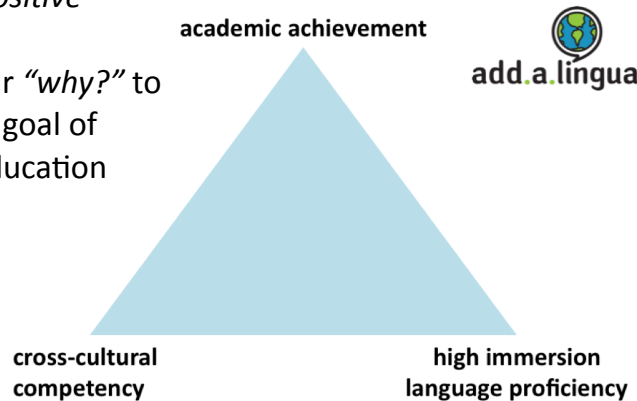


Chris Marlink
director of strategic impact



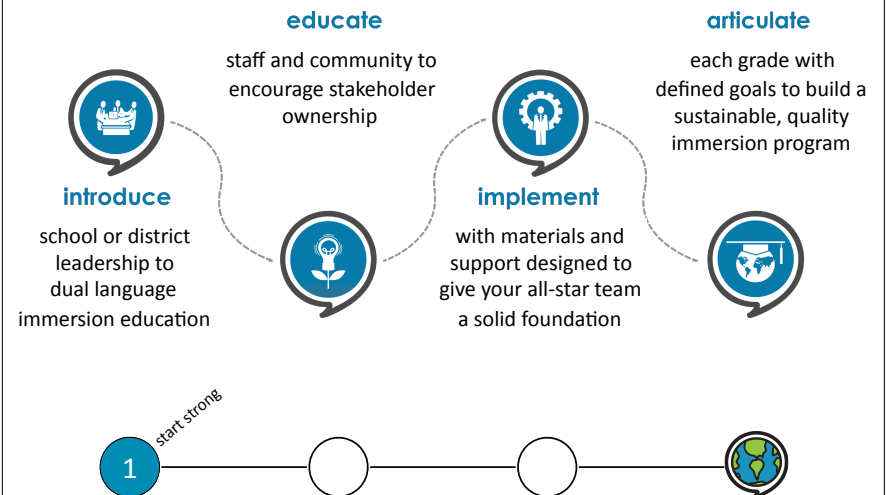
tip our hand...

- we learn by *processing*
- we assume *positive intentions*
- we equate our “*why?*” to the threefold goal of immersion education



Cloud, N., Genesee, F. & Hamayan, E. (2013). Dual language instruction from A to Z: Practical guidance for teachers and administrators. Portsmouth, NH: Heinemann.

new partner pathway



start strong



ensure stakeholders own a common vision through consistent messaging and deliberate education

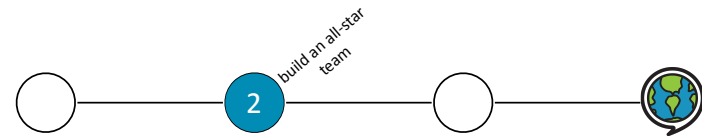
- use a consistent program definition and goals
- define roles in the decision making process
- host community forums
- conduct survey(s) of your community



build an all-star team

prepare the tools and policies that enable you to hire and retain the best talent for your program

- identifying qualified teachers
- evaluating candidates
- compensating and rewarding
- investing in your teachers



build an all-star team

add.a.lingua job description
elementary immersion teacher

QUALIFICATIONS:

- bilingual, advanced-high to superior level, L1 non-native speaker
- valid teaching certificate
- bachelor's degree (baccalaureate)
- personal résumé
- letters of recommendation
- transcripts or verification of degree

DESIRABLE TRAITS AND ATTITUDES:

- positive attitude
- professional sensitivity
- independent worker and team player
- organized and efficient
- motivated
- professional and ethical

SUPERVISION:

- responsible to: principal
- responsible for: students
- accountable to: principal and point person

MAJOR DUTIES AND RESPONSIBILITIES:

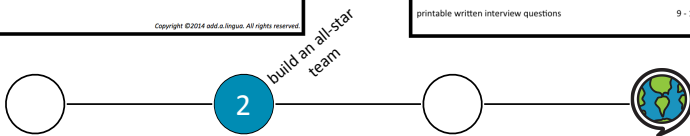
- teach all subjects utilizing the district curriculum, state benchmarks, and/or national standards
- develop unit and lesson plans
- provide individualized, small group, and large group instruction in order to meet the needs of each student
- attend arrival and add.a.lingua summer training
- engage students in learning through best practice strategies
- assess students' academic and social growth
- keep records of student progress, prepare reports, and communicate progress with families
- identify students' special needs and work with other professional staff to best meet those needs
- establish, manage and maintain procedures, routines, rules and standards of student behavior
- maintain a safe, clean, comfortable classroom environment
- select and order instructional supplies, materials, and resources
- perform various non-instructional duties, such as attendance, lunch counts, recess, etc.
- attend professional development growth activities on a regular basis
- participate cooperatively with the principal on the formative and summative evaluations
- supervise students both in and out of the classroom
- participate in committee work, family activities, and sponsored student activities

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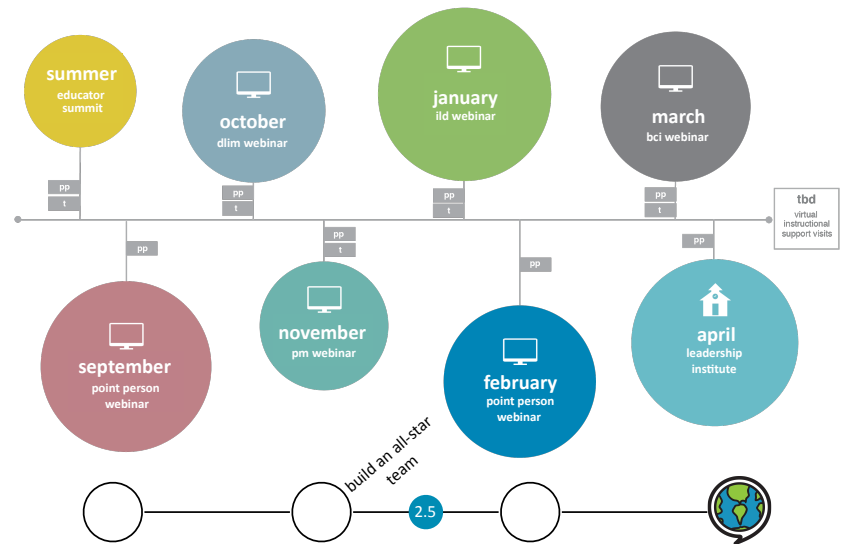
add.a.lingua
teacher candidate proficiency
recommendation guide

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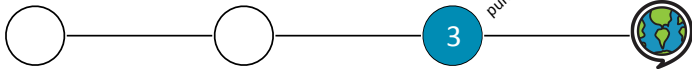
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build an all-star team



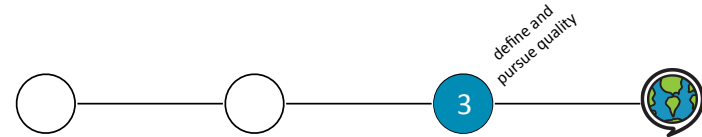
define and pursue quality



define and pursue quality

metaphorically speaking...

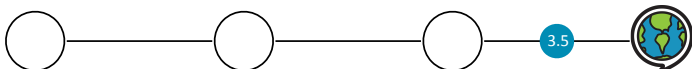
1. Building an immersion program **WITHOUT** clearly defined and communicated goals and standards is like...
2. Building an immersion program **WITH** clearly defined and communicated goals and standards is like...



define and pursue quality

identify the benchmarks that matter to sustain a quality immersion program

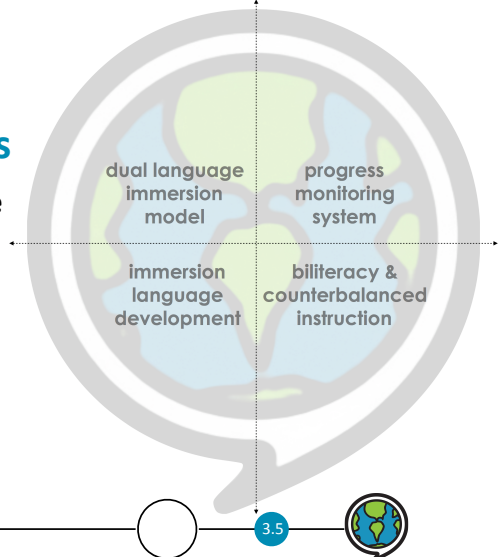
- *success indicators* at the program and classroom level
- expected student outcomes in quality programs



define and pursue quality

add.a.lingua quality quadrants

success indicators at the
program and classroom
level



define and pursue quality

expected student outcomes

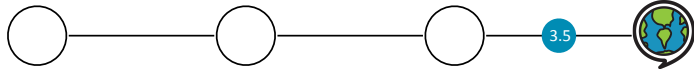
academic achievement



academic achievement:
at or above level of
mainstream peers across
content areas

cross-cultural
competency

high immersion
language proficiency



define and pursue quality

expected student outcomes

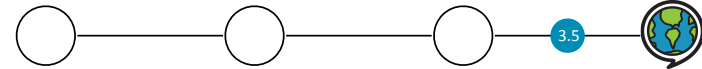
academic achievement



high immersion language proficiency:
student can meet grade level
expectations in immersion
language and English

cross-cultural
competency

high immersion
language proficiency



define and pursue quality

expected student outcomes

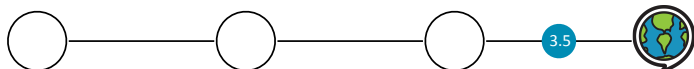
academic achievement



cross-cultural competency:
qualitative examination of
awareness and embrace of cultural-
linguistic differences

cross-cultural
competency

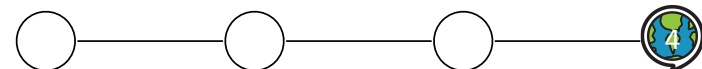
high immersion
language proficiency



q & a time

Q: What does a nosey pepper do?

A: Gets jalapeño business!



Q & A