add.a.lingua quality quadrants

dual language
immersion
model

progress
monitoring
system

immersion
language
development

biliteracy &
counterbalanced
instruction

quality quadrant one
overview

quadrant one
dual language immersion model (dlim)

dlim 1: understands the threefold goal of dli education
a. recognizes how program guidelines and attainment of quality quadrant success indicators impact student outcomes
b. demonstrates awareness of the inextricable connections among language, culture, and identity

dlim 2: believes that all types of students CAN be successful in dli education
a. provides sufficient support for struggling learners
b. fosters stakeholder understanding of immersion education as a potential option for any student

dlim 3: understands add.a.lingua supported program models
a. adheres to the add.a.lingua-prescribed program model
b. educates stakeholders by articulating the purpose and goals of dli education
c. values collaboration across schools and programs by fostering cross-educational opportunities

dlim 4: (dli staff members) embody the character of lifelong learners
a. demonstrate the qualities of reflective practitioners in tangible ways
b. dignify the teaching profession by placing student needs first
c. develop deep understanding of add.a.lingua program and classroom level expectations

quality quadrant two
overview

quadrant two
progress monitoring (pm)

pm 1: understands how assessment informs instruction
a. maintains clear and high expectations for students by formatively assessing in both languages (per the add.a.lingua model and corresponding assessment guidelines)

pm 2: understands the connection between oral L2 proficiency and literacy/cognition
a. formatively assesses word, sentence, and discourse level reading skills by following the reading benchmark recommendation
b. builds oral proficiency in the immersion language to positively impact literacy skills

pm 3: evaluates immersion language proficiency
a. upholds progress toward proficiency expectations across contexts and content areas
b. evaluates students using state standardized and district required assessments in accordance with add.a.lingua immersion accommodation recommendations
c. implements ACTFL approved language performance toward proficiency assessments at key points in student development

pm 4: understands the purpose and practice of aalpas
a. implements fall and spring aalpas with fidelity to monitor student language growth in accordance with CCSS
b. makes instructional decisions based on student performance data stored in the add.a.lingua student data tracker

quality quadrant three
overview

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quadrant three
immersion language development (ild)

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ild 1: elevates the status of the immersion (minority) language intentionally
a. fosters deep relationship with students in the immersion language
b. reflects value placed on the immersion language through signage, shared events, visuals, etc.

ild 2: maintains contextual and linguistic integrity of the immersion language
a. adheres to the Immersion Language Only Policy and Timeline
b. expects language by valuing comprehensible output
c. organizes instruction around student dialogue and collaboration

ild 3: values accurate language use
a. practices "focus on form" (Lyster, 2007) or grammar teaching (Ellis, 2006) across subject matter to foster conscious awareness of language
b. practices corrective feedback strategies which align to the add.a.lingua grammar and word feature scope and sequence

ild 4: understands the developmental process of second language acquisition
a. distinguishes burgeoning bilingual behaviors from learning issues
b. relies on the add.a.lingua materials and corresponding pedagogical practices to cultivate high proficiency levels

quadrant four
biliteracy and counterbalanced instruction (bci)

bci 1: understands balanced biliteracy
a. implements the balanced literacy underpinnings of the add.a.lingua grade level frameworks using the add.a.lingua instructional cycle

bci 2: understands counterbalanced instruction
a. practices form-focused instruction based on language-specific elements of the add.a.lingua frameworks
b. plans content lessons that incorporate past and present language structures
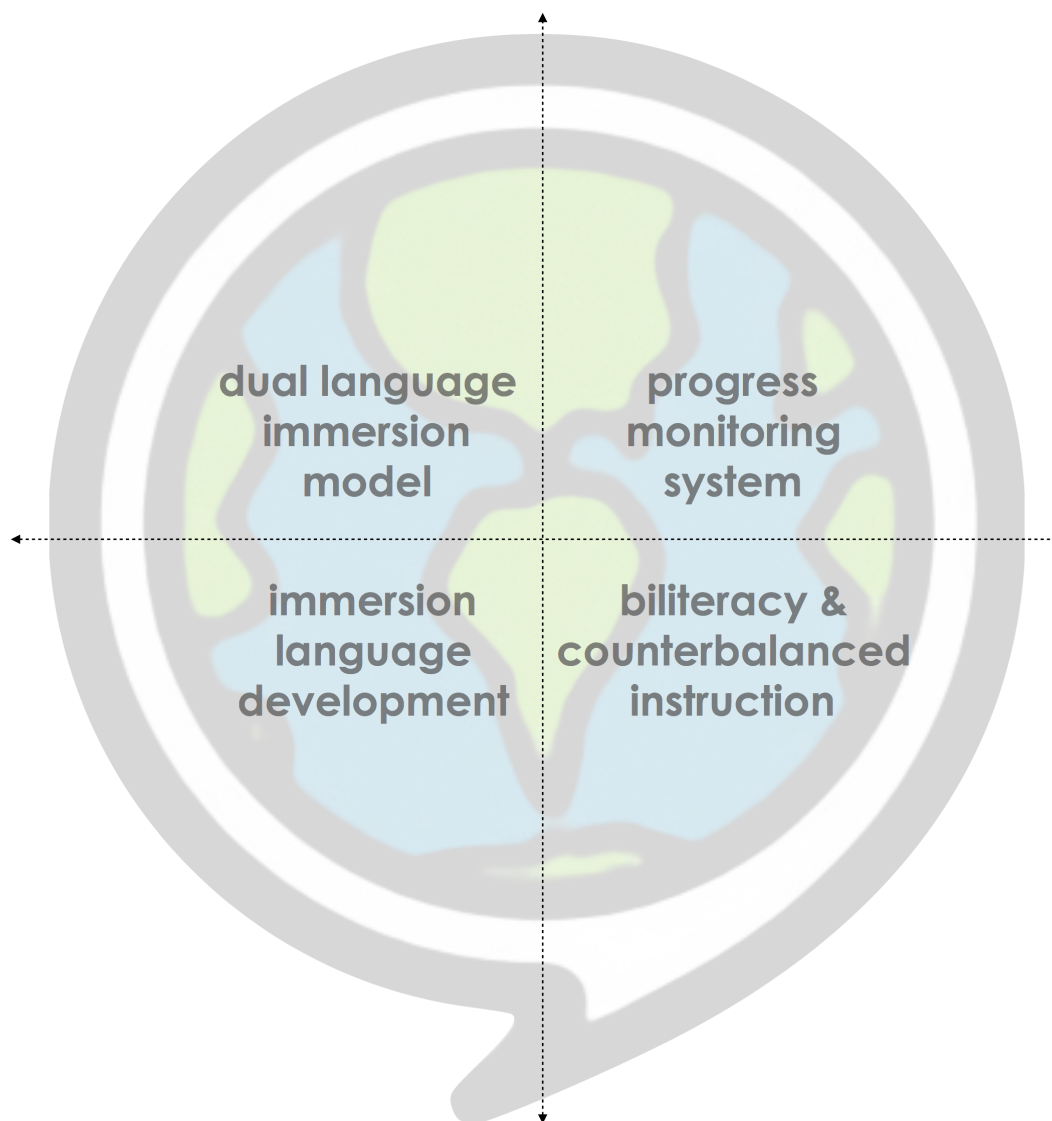c. implements framework elements within a form-focused instructional cycle

bci 3: values biliteracy
a. teaches biliteracy skills by adhering to add.a.lingua supported cross-lingual pedagogical methods and instructional minutes allocation model
b. trusts the common underlying proficiency theory and plans for explicit instruction of surface feature differences

bci 4: expects students to attain native-like literacy skills
a. scaffolds student learning and differentiates instruction to support attainment of CCSS in BOTH languages

add.a.lingua quality quadrants

dual language immersion model

progress monitoring system

immersion language development

biliteracy & counterbalanced instruction

quadrant one
dual language immersion model (dlim)

dlim 1: understands the three-fold goal of immersion education

"...research is consistent in showing that:
students generally achieve as well as, or better than, their peers in mainstream programs;... students from different ethnic minority and socioeconomic groups and students who have learning challenges can all benefit from these programs, demonstrating levels of L1 proficiency and academic achievement that are at least as high as their peers in mainstream programs;" (Lindholm-Leary & Genesee, 2014, p. 175).

dlim 2: believes that all types of students CAN be successful in dli education

"While important in other schools, equity is crucial in the dual language program model with its emphasis on integrating students of different ethnic, language, and social class backgrounds. Thus, effective schools have faculty who share the commitment to "breaking down institutional and community barriers to equality" (Stedman, 1987, p. 219);

dlim 3: understands add.a.lingua supported program models

"Among their stated goals TWI programs aim to develop students' cross-cultural awareness, and to enhance the status of the minority language and its speakers in order to encourage academic achievement for all (Collier & Thomas, 2004; Howard, Sugarman, & Christian, 2003; Lindholm-Leary, 2001)" (Palmer, Ballinger, & Peter, 2014, p. 236).

"In their study of a TWI strand in a traditionally organized middle school, de Jong and Bearse (2014) illustrate the challenge of maintaining key principles of TWI. In this case, the importance of establishing integrated (TWI and non TWI) academic core teams and scheduling unintentionally contributed to the marginalization of the Spanish component of the program, thus undermining the equal status principle of TWI…these factors combined with the decrease in instructional time in Spanish (from 50% at the elementary to 30% in the middle school), diminished the status of the TWI program and the Spanish language" (de Jong, 2014, p. 249).

"Potowski concluded that in order to acquire an L2, children would need to engage in "second identity acquisition" (Palmer, Ballinger, & Peter, 2014, p. 227).

"In another study about a strand program, Stumme (2011) found that the fact that two-thirds of the elementary schools he studied were English-dominant students attending English-medium classes made it difficult to equally legitimate Spanish, the use of Spanish, and the status of the Spanish-speakers in the school" (de Jong, 2014, p. 249). *note: while the language referred to in this study is Spanish, this applies to any minority language in a dominant language context (Mandarin Chinese, French, etc. in the U.S.)

quadrant one
dual language immersion model (dlim)

dlim 3: continued…

"Thus, promoting highly proficient oral language skills necessitates providing both structured and unstructured opportunities for oral production (Saunders, in press). It also necessitates establishing and enforcing a strong language policy in the classroom that encourages students to use the instructional language and discourages students from speaking the non- instructional language" (Lindholm-Leary & Molina, 2000; Panel of Experts, Lindholm-Leary, 2005).

"In other words, the reduced and in some cases delayed exposure to English that majority language students in some immersion programs get does not jeopardize development of competence in that language….there is evidence that, in some cases, the L1 skills of immersion students are superior to those of students in monolingual non-immersion programs despite reduced exposure…" (Lindholm-Leary & Genesee, 2014, p. 167).

"A number of studies have found that partial immersion students….do not do as well as total immersion students. Total programs offer 100% of core subject matter instruction in the immersion language, gradually decreasing that percentage as students advance in grade level…Moreover, early immersion students (Grades K-1 start) perform better, particularly on measures of speaking ability, than either delayed (Grades 4-5 start) or late (Grades 7-8 start) immersion students (Genesee, 1987; Turnbull et al., 1998)" (Fortune & Tedick, 2015, p. 638).

Rather, results are consistent with findings in one-way programs for majority language students in showing that minority language students in full immersion (90% Spanish and 10% English in primary grades and then 50% in each language), see de Jong, this issue) attain the same levels or higher levels of language competence and academic achievement than minority language students in partial programs (50% in each language) or in English-only programs (Genesee et al., 2007; Lindholm-Leary, 2001: Lindholm-Leary & Genesee, 2010; Lindholm-Leary & Howard, 2008)" (Lindholm-Leary & Genesee, 2014, p. 173).

dlim 4: (staff members) embody the characteristics of life-long learners

"Cammarata and Tedick's (2012) study confirmed that one of the greatest challenges for immersion teachers is to identify which target language features to focus on…" (Lyster & Tedick, 2014, p. 213).

"Wong Fillmore and Snow (2002: 19) argue that today's English and second language and bilingual teachers need 'better, more intensive, and more coherent preparation in educational linguistics. Similarly, we suggest that before immersion teachers are likely to more effectively teach to the wide array of forms and functions that comprise the immersion language, they will need professional development experiences that introduce them to basic units of language and how these units fit together to create meaning and build discipline-specific knowledge" (Fortune, Tedick, Walker, 2008, p. 88).

quality quadrant one
success indicator research

quadrant one
quadrant one dual language immersion model (dlim)

dlim 4: continued...

"Teachers in dual language education programs need native or native-like ability in either or both of the language(s) in which they are instructing. Montecel and Cortez (2002) reported that successful bilingual programs selected staff using screening measures to ensure full written oral proficiency in both languages. Native or native-like proficiency is critical for two reasons. First, research on language use in classrooms demonstrates that children do not receive cognitively stimulating instruction from their teacher (e.g., Doherty et al, 2003; Lindholm-Leary, 2001; Ramirez, 1992). To provide cognitively stimulating instruction and to promote high levels of bilingual proficiency in students, teachers need a high level of language proficiency in both languages. Clark et al (2002) reported that many of the teachers that were instructing in bilingual programs did not have sufficient Spanish proficiency to participate in college level courses conducted in Spanish" (Lindholm-Leary, 2005).

"...Cummins (2014) cautions that 'each sociolinguistic context is unique in significant respects and therefore generalizations from one context to another should not be undertaken without specific analysis of the realities of each context' (p. 4)" (Lyster & Tedick, 2014, p. 219).

In order to provide advocacy...there must be training so that parents and the community are knowledgeable about the program and can assume leadership on its behalf" (Lindholm-Leary, 2005, p. 43).

"Because such scaffolding needs to be seen as temporary, however, *immersion teachers need to engage in a delicate balancing act* of providing, on the one hand, just the right amount of support to make the immersion language comprehensible, while being demanding enough, on the other hand, to ensure that learners engage in higher-order cognitive skills" (Lyster & Tedick, 2014, p. 211).

"The principal must be the main advocate for the program, providing guidance for an equitable program (Riehl, 2000) that is of high quality and has school-wide support. However, the principal may be too busy with the needs of the whole school to provide the necessary instructional leadership for the language education program. If the principal cannot fulfill a prominent role for a program, the responsibility may come from a vice principal, program coordinator, resource teacher, or a management team composed of teachers" (Lindholm-Leary, 2005, p. 29).

The significance and consequence of the organizational work involved in establishing an effective program that promotes student achievement cannot be understated. As Chubb and Moe (1990) note:

*"*All things being equal, a [high school] student in an effectively organized school achieves at least a half-year more than a student in an ineffectively organized school over the last two years of high school. If this difference can be extrapolated to the normal four-year high school experience, an effectively organized school may increase the achievement of its students by more than one full year. That is a substantial effect indeed (p. 140)" (Lindholm-Leary, 2005, Panel of Experts).

If a program relies on one person for leadership, even the most successful program can collapse if that leader is drawn away (Lindholm-Leary, 2005, p. 29).

"Veteran teachers mentoring with novice teachers is a very effective way to assist new teachers with model implementation" (lLindholm-Leary, 2005, p. 24).

quality quadrant two
success indicator research

quadrant two
quadrant two progress monitoring (pm)

pm 1: understands how assessment informs instruction and program design

"There were statistically significant differences in oral proficiency scores in every domain among Kindergarten, Grade 2, and Grade 5 students in these early total immersion programs. However, there were no statistically significant differences between Grade 5 and Grade 8 students' oral proficiency scores, and the only domain in which Grade 8 students' scores were significantly higher than Grade 2 students' was listening comprehension" (Fortune & Tedick, 2015, p. 649)

pm 2: understands the connection between L2 oral proficiency and literacy/cognition

"Cognitive advantages among biingual children are usually associated with HIGH levels of bilingual proficiency" (Paradis, et al., 2011, p. 52).

"Third, research finds a strong relationship between L2 oral skills (such as grammatical ability) and L2 reading comprehension, especially among older L2 learners (Geva, 2006; Melby–Lervåg & Lervåg, 2011). High levels of oral proficiency predict strong reading comprehension (e.g., Erdos et al., 2010; Riches & Genesee, 2006). Thus, tracking individual students' oral proficiency also allows educators to identify those who may need additional support with oral language to promote development of strong reading comprehension skills" (Fortune & Tedick, 2015, p. 649).

pm 3: evaluates immersion language proficiency

"Lack of L2 assessment may also inadvertently communicate to program stakeholders that it is not important to monitor student progress with the non-English language. Second, program administrators want to communicate appropriate oral proficiency expectations to stakeholders, ideally ones based on student data from multiple programs of similar design" (Fortune, & Tedick, 2015, p. 637).

"…research-based expectations serve to avert disappointment due to unsubstantiated claims of full bilingualism and biliteracy by the end of elementary school" (Fortune, et al. 2015, p. 638).

pm 4: understands the purpose and practice of aalpas

"Different instruments were used to assess L2 proficiency in two-way contexts, many rating scales provide only coarse descriptions of criteria at each level, and in many studies the total number of students assessed was small, making it challenging to draw clear conclusions" (Fortune et al., 2015, p. 641)."…Jackson and Malone (2009) point to the lack of valid, reliable, standardized measures for world language assessment…" (Fortune & Tedick, 2015, p. 643).

quadrant three
immersion language development (ild)

ild 1: elevates the status of the minority language intentionally

"Dual language children are often treated as different, especially in communities where monolingual children are the norm" (Paradis, et al., 2011, p. 3)

ild 2: maintains contextual and linguistic integrity of the immersion language

But how can how teachers effectively encourage emergent bilinguals to draw on their knowledge of both languages while developing a sense of linguistic and contextual integrity for each language on its own? This is an important question for teachers to ask, because in school settings where competition for time and status between target languages may lead to the habitual use of one language over the other, the notion of each language having its own space becomes crucial (Lyster, & Tedick, 2014, p. 171).

Cummins' (1979, 1981) "developmental interdependence hypothesis": L1 and L2 skill are interdependent, meaning that skills transfer from one language to the other and help develop the other language.

"…each target language remained the language of communication in its respective classroom, even though borders between language and classrooms were crossed…" (Lyster, 2013, p. 171).

ild 3: values accurate language use

"Instructional activities and interactional feedback that act as a counterbalance to the predominant communicative orientation of a given classroom setting will be more facilitative of interlanguage restructuring… (Lyster & Mori, 2006: 294)" (Lyster & Mori, 2008, p. 140).

"Although these four prompting moves - used separately or in combination - represent a wide range of feedback types, they have one crucial feature in common: They withhold correct forms as well as other signs of approval (Lyster, 1998) and instead offer learners an opportunity to self-repair by generating their own modified response" (Lyster and Mori, 2008, p. 137).

"As is evident from the visual layout of the transcript alone, the student talks far more than the teacher throughout the sequence. The teacher hands over to the student the responsibility for clarification which results in increasingly explicit information from the student, or what Swain (1985, 1995) has referred to as comprehensible output—compare, for example, Turns 2, 4, and 11. Swain also argues for the need for stretched language—learners must have opportunities to use language that stretches them to the outer limits of their capabilities" (Gibbons, 2003, p.262).

"Grammar teaching involves any instructional technique that draws learners' attention to some specific grammatical form in such a way that it helps them either to understand it metalinguistically and/or process it in comprehension and/or production so that they can internalize it" (Ellis, 2006, p. 84).

"...with respect to language features that have reached a developmental plateau, the effectiveness of proactive instructional interventions is commensurate with the extent to which they differ from the classroom's overall communicative orientation" (Lyster & Mori, 2008, p. 146-147).

quadrant three
immersion language development (ild), *continued*

ild 4: understands the developmental process of second language acquisition

"Real literacy of any sort requires a consciousness of language. No one can be literate without having a keen sense of how language works. Using language without being conscious of how words convey meanings and affect relationships is not communication. Reading without being aware of what words communicate— either singly or collectively—is not real reading. Therefore, the skill that students need to acquire for academic development is to become conscious of how language is used in texts. This, by the way, is the language that is used on tests as well" (Wong-Fillmore, 2004).

"...with respect to language features that have reached a developmental plateau, the effectiveness of proactive instructional interventions is commensurate with the extent to which they differ from the classroom's overall communicative orientation" (Lyster & Mori, 2008, p. 146-147).

"We conclude with some suggestions for further research as well as for practitioners in L2 classrooms. First and foremost, it is effective to employ CF in response to students' non-target-like production because it contributes to target language development over time. That the effects of oral CF are durable and more apparent in free constructed-response measures than other types of measures points to the important role of CF as an effective form-focused instructional technique propitious for strengthening form-meaning connections and thus worthy of further exploration by teachers and researchers alike" (Lyster & Saito, 2010).

Cummins' theoretical framework for L2 proficiency: "The framework also provides the basis for a task analysis of measures of "language proficiency" which would allow the relationships between language measures and academic performance to be predicted for any particular group of individuals. In general, the more context reduced and cognitively "demanding the language task, the more it will be related to achievement. However, although there are intrinsic characteristics of some language tasks which make them more cognitively demanding and context reduced, these task characteristics must be considered in conjunction with the characteristics of the particular language users (e.g. L1 and/or L2 proficiency, learning style, etc.). For example, skills that have become automatized for native speakers of a language may very well be highly cognitively demanding for learners of that language as an L2. Thus, one would expect different relationships between achievement and certain language tasks in an L1 as compared to an L2 context" (Cummins, 1984, p. 15).

"Third, research finds a strong relationship between L2 oral skills (such as grammatical ability) and L2 reading comprehension, **especially among older L2 learners** [emphasis added] (Geva, 2006; Melby-Lervåg & Lervåg, 2011). High levels of oral proficiency predict strong reading comprehension (e.g., Erdos et al., 2010; Riches & Genesee, 2006)" (Fortune & Tedick, 2015, p. 638).

quadrant four biliteracy and counterbalanced instruction (bci)

bci 1: understands balanced biliteracy

"Reading without being aware of what words communicate— either singly or collectively—is not real reading. Therefore, the skill that students need to acquire for academic development is to become conscious of how language is used in texts. This, by the way, is the language that is used on tests as well" (Wong-Fillmore, 2004).

"Academic vocabulary tends to be either Latin or Greek in origin. English, of course, has words from many different sources, but words with Latin or Greek roots are less likely to be as familiar as the words used in everyday social discourse. So it is helpful for students to know how to deal with Greek and Latin roots" (Wong-Fillmore, 2004).

"Thus, the literature on bilingual and immersion education programs clearly supports early literacy instruction through the non-English language (Cloud et al, 2000)" (Lindholm-Leary, 2005, p. 34).

Transfer from L2 to L1 does take place…(Bournot-Trites & Tellowitz, 2002)

bci 2: understands counterbalanced instruction

"Instructional activities and interactional feedback that act as a counterbalance to the predominant communicative orientation of a given classroom setting will be more facilitative of interlanguage restructuring… (Lyster & Mori, 2006: 294)'" (Lyster & Mori, 2008, p. 140).

"Researchers now underscore the importance of integrating form-focused instruction into regular subject-matter instruction to allow students to notice these otherwise infrequent or non-salient features" (Lyster & Mori, 2008, p. 133).

"Cummins (2007) in particular has argued that, 'learning efficiencies can be achieved if teachers explicitly draw students' attention to similarities and differences between their languages and reinforce effective learning strategies in a coordinated way across languages" (p. 233) (Lyster & Tedick, 2014, p.217).

bci 3: values biliteracy

"The central aspect of the bilingual experience that may be responsible for generalized effects on cognitive performance comes from the well-documented observation that for fluent bilinguals who use both languages regularly, both languages are active and available when one of them is being used (Hernandez, Bates and Avila, 1996; Dijkstra, Grainger and van Heuven, 1999; Marian, Spivey and Hirsch, 2003; Sumiya and Healy, 2004; Rodriguez-Fornells et al., 2005; Chee, 2006; Crinion et al., 2006; Kroll, Bobb and Wodniecka, 2006; Kaushanskaya and Marian, 2007)…The need to control attention to the target system in the context of an activated and competing system is the single feature that makes bilingual speech production most different from that of monolinguals and is at the same time responsible for both the cognitive and linguistic consequences of bilingualism" (Bialystok, 2009, pp. 3-4).

quadrant four
biliteracy and counterbalanced instruction (bci), *continued*

bci 4: expects students to attain native-like literacy skills

"Collaborative dialogue has been defined as dialogue in which speakers are engaged in problem solving and knowledge building (Swain, 2000). Collaborative dialogue may be about anything (e.g., mathematics, physics, language). During collaborative dialogue, one or both speakers may refine their knowledge or come to a new or deeper understanding of a phenomenon…Speakers (or writers) are using language as a cognitive tool to mediate their own thinking and that of others." (Swain & Watanabe, 2013, p. 1).

"Real literacy of any sort requires a consciousness of language. No one can be literate without having a keen sense of how language works. Using language without being conscious of how words convey meanings and affect relationships is not communication. Reading without being aware of what words communicate— either singly or collectively—is not real reading. Therefore, the skill that students need to acquire for academic development is to become conscious of how language is used in texts. This, by the way, is the language that is used on tests as well" (Wong-Fillmore, 2004, *What is Academic English*, para. 8).

"…competence in reading is critical for success in school and later on in life…We also consider reading because there is often a link between language and reading impairment, so children with SLI often also exhibit difficulties learning to read and not all children with reading impairment have language learning difficulties. Understanding the extent to which and how language and reading impairment overlap or are distinct is important for accurate identification of school-age children who are suspected of having learning disabilities and for providing them with appropriate support. We believe that it is critical that the specific learning difficulties of dual language learners be identified in order to provide them with the appropriate support" (Paradis, et al., 2011, p. 21).

"Recently researchers have argued that the way in which language and content are co-structured within the immersion classroom may well be the determining factor in reaching high expectations for language production as well as quality academic experiences" (Fortune, Tedick, & Walker, 2008, p. 73).

"Third, research finds a strong relationship between L2 oral skills (such as grammatical ability) and L2 reading comprehension, **especially among older L2 learners** (Geva, 2006; Melby-Lervåg & Lervåg, 2011). High levels of oral proficiency predict strong reading comprehension (e.g., Erdos et al., 2010; Riches & Genesee, 2006)" (Fortune & Tedick, 2015, p. 638).

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