What Can Seattle Learn from Portland about Dual Language Immersion?
Task Force Meeting @ JSCEE | March 9, 2017

Agenda
- Introduce Dr. Julie Sykes from CASLS
- Portland Public Schools Study by CASLS
- About the Language Flagship
- Key Topics for Seattle
- Lessons Learned in Portland
- Program Model Questions
- The PPS Model
- Assignment Plan
- Mutual Commitment
- Challenges of Secondary DLI

Portland Study by CASLS at the University of Oregon
“Building a Successful and Sustainable Language Immersion Program: The Portland, Oregon, Mandarin Dual Language Experience”
Part 1 and Part 2
By Julie K. Sykes, Linda B. Forrest, Kathryn J. Carpenter
Center for Applied Second Language Studies
August 2016
Supported by The Language Flagship

Key Topics for Seattle
- Historical Development of the Program
  -- How does it compare to Seattle’s history?
- Portland Public Schools Model
  -- What might we replicate in Seattle?
- Facilitative Approach to Developing an Immersion Program
  -- Can these essential elements inform Seattle’s Inti/DLI Program Evaluation in 2017?
- Catalysts and Disruptors
  -- How can this help us address the opportunity gap?

Lessons Learned in Portland
- Keep a balance of explicit language instruction, content-based teaching, and experiential learning
- Set clearly defined proficiency targets that are measured with regular assessment
- Build a culture of learning through professional learning communities (PLCs)
- Support and mentor teachers
Program Model Questions

• Program Model (50:50 vs 80:20 time split)
  – Portland chose 50:50 time split because 80:20 “would not give sufficient time for students to meet the state requirements” (page 10)

• Content areas taught in Mandarin
  – In early grades, half-day Mandarin taught reading, writing, speaking, and some math
  – By 3rd grade, expanded to science (and state science tests were administered in Mandarin)

Program Model Questions

• Mandarin DLI in Middle School
  – 2 hours of Mandarin instruction daily
    • Language instruction
    • Social Studies in Mandarin
  – 8th grade
    • 3rd class: Chinese Research Residency
    • Two-week capstone trip to China with field studies

• Mandarin in High School
  – Mandarin language and blended learning
  – One block class every other day
  – Summer travel to China (10th, 11th or 12th grade)

The PPS Model

Three-pronged approach:
1. Content-based instruction
2. Direct language instruction
3. Experiential learning to contextualize classroom learning

Assignment Plan

• District lottery system for DLI program
• DLI program is placed in neighborhood schools
• Students can enter later by passing a language proficiency test

Mutual Commitment

“Commitment is the investment of parents and students to completing the program. Parents and students need to be committed to thirteen years of language study, and the district needs to be committed to providing a program that maintains their interest.”

Challenges of Secondary DLI

• Developing middle and high school programs more challenging than elementary
• Students’ motivation decreases when language proficiency does not match cognitive abilities and developing interests
• Few students in the U.S. have reached high school through an immersion program, and no truly effective model of instruction is available