Question #1:
For whom might immersion not be appropriate?
For whom might immersion be appropriate?
Who is likely to struggle and stay in the immersion program?
Who is likely to struggle and leave the immersion program?

1. Learning Difficulties and French Immersion
   D. Demers, 1994

- Based on his research and experience, Demers outlined a list of what he considered to be the main characteristics of successful and unsuccessful learners of French immersion.

Table 1: Learning Difficulties and French Immersion

The "successful" student in French Immersion	The "unsuccessful" student in French Immersion
• Is verbal, likes to talk • Imitates easily • Self corrects • Experiments without fear of making mistakes • Is exposed to many models of good modeling (at home, in the community, and in school) • Readily accepts challenges • Shows strengths in first language • Trusts • Is usually attentive and focused • Is willing • Has good auditory discrimination • Has good memory and meta-cognitive awareness • Has determined parental support and convinced parents	• Is often a reluctant speaker • Imitates with difficulty • Doesn't notice errors • Often fears making mistakes • Poor modeling environment (at home, in the community and in school) • Has a defeatist attitude • Often has poor first language skills • Mistrusts • Is often inattentive and unfocused • Is often unwilling • Has poor auditory discrimination • Has poor memory and poor meta-cognitive awareness • Often has unconvinced parents who are unprepared or unwilling to help

Note: This list was not designed to be used as a pre-screening tool or to discourage admission into an immersion program. Such use would be inappropriate and likely increase public perception of immersion education as elitist. We recommend using this list instead as a guide for behaviors to actively promote (successful student descriptors) and transform (unsuccessful student descriptors).

2. Possible Factors Influencing Student Performance in French Immersion
   Vancouver School Board, 1997

http://www.carla.umn.edu/immersion/acie/vol7/May2004_Student_Performance_Factors.html

This document arose out of district wide concerns for students who are experiencing difficulties in French Immersion. This profile was therefore developed to facilitate discussion among the classroom teacher(s), learning assistance teacher(s), and other School-Based Team members. In addition, the profile could be used when working with parents during educational planning for their children.

For more information contact:
Iria Knyazyeva Vancouver Public Schools Media, Library Services, & Technology
Email: iknyazyeva@vsb.bc.ca Fax: 604-713-5078

3. *Auditory Processing Disorder in Children*
   National Institute on Deafness and Other Communication Disorders, 2004

http://www.ldonline.org/article/8056

In this article the following questions about auditory processing are addressed:

- What is auditory processing?
- What causes auditory processing difficulty?
- What are the symptoms?
- How is it diagnosed?
- What research is being conducted?
- What treatments are available?
- Where can I learn more?

4. *Developing deficit-specific intervention plans for individuals with auditory processing disorders*
   T. J. Bellis, 2002

Table 1 on page 293 of this journal article (reproduced below) summarizes three specific auditory deficit profiles and affected processes followed by profile-specific management and intervention techniques developed with monolingual learners in mind.

 Is it appropriate to pre-assess potential students' readiness to enter an immersion program?   If so, how might this be carried out and by whom?

5. *Autism and Foreign Language Learning*
   V. Wire

http://www.hilarymccoll.co.uk/autismMFL.html

Wire provides evidence on this website to support her conviction that all children, including those with autism, should be provided the same opportunities to develop cultural awareness and a second language. Included are the findings from her research into the foreign language learning experiences of autistic students in Scotland.

6. *ASD – Guidance from the Autism Working Group*
   Teachernet

http://www.teachernet.gov.uk/wholeschool/sen/teacherlearningassistant/asd/

These documents, developed by an Autism Working Group, provide educators with advice and pointers for best practice with students with autistic spectrum disorders.

Table 1   Selected Management and Intervention Techniques for Specific Auditory Deficit Profiles and Dysfunctional Processes

Deficit Profile	Process(es) Affected	Environmental Modifications	Compensatory Strategies	Direct Remediation Activities
Auditory decoding deficit	MSC* Speech-sound discrimination† Temporal processes† BS/BI†	Preferential seating, assistive listening device, preteach new information, repetition, visual augmentation	Auditory closure, vocabulary building, problem-solving, active listening, schema induction	Phoneme discrimination, temporal resolution and/or integration, phonological awareness, word attack (speech-to-print) skills
Prosodic deficit	APTO* Nonspeech-sound discrimination†	Placement with "animated" teacher, acoustic clarity less critical	Memory enhancement, schema induction, use of prosody and social judgment	Perception of prosody, temporal patterning, pragmatics
Integration deficit	BS/BI* Localization†	Acoustic enhancements, avoid use of multi-modality cues	Metalinguistic and metacognitive strategies as needed	Interhemispheric transfer, binaural skills using dichotic stimuli, sound localization

*Primary deficit area; †secondary or possible deficit area.
MSC, monaural separation/closure; BS, binaural separation; BI, binaural integration; APTO, auditory pattern/temporal ordering.

Question #2:
How do you differentiate between typical delays experienced by children who are learning through a second language and a language and/or learning disability?

1. *Legal Information in Special Education*
    National Association of Special Education Teachers, 2006/2007

http://www.naset.org/specialedlaw01.0.html

This comprehensive website provides links to special education legislation and government agencies in order to keep practitioners in the field up to date. Some of the included links are: Americans with Disabilities Act, Individuals with Disabilities Education Act (1997 and 2004), No Child Left Behind, state education departments, and government resources.

2. *Legislation on Special Education and Rehabilitative Services*
    U.S. Department of Education

http://www.ed.gov/policy/speced/leg/edpicks.jhtml?src=ln

On this web page you can find links with detailed information about special education and rehabilitative services legislation including the 2004 Individuals with Disabilities Education Act (IDEA) and The Rehabilitation Act.

3. *LD Online: IDEA 2004*
    WETA, 2008

http://www.ldonline.org/features/idea2004

This web page provides an understandable review of the history, purpose and various components of the IDEA 2004 legislation. It specifically addresses the key differences between IDEA 1997 and IDEA 2004.

4. *Child Speech and Language*
American Speech-Language-Hearing Association (ASHA) website

http://www.asha.org/public/speech/disorders/ChildSandL.htm

This resource provides links to information on speech disorders, language disorders, medical and developmental conditions, and communication options. There is also a section dedicated to frequently asked questions that addresses how to help children with communication disorders in schools. Finally, the ASHA website hosts a page on learning more than one language, a reference for educators and parents alike.

5. *Dynamic Assessment (DA)*

http://dynamicassessment.com/_wsn/page2.html

This website describes the primary characteristics and procedures for DA. It additionally provides information about who to contact for procedural materials in a variety of languages, including Chinese, Danish, English, French, Hebrew, Italian, Norwegian, and Spanish**.**

http://calper.la.psu.edu/dyna_assess.php

This Center for Advanced Language Proficiency Education and Research (CALPER) at Pennsylvania State University counts Dynamic Assessment among its many projects. This particular website highlights professional development materials, websites, and other references for articles on DA.

http://www.etni.org.il/etnirag/issue2/erica_garb.htm

Dynamic Assessment is presented within the larger context of summative and formative assessments in this resource. The document explores both how to use DA and how it has impacted learning.

6. *Cultural and Linguistic Diversity Resource Guide for Speech-Language Pathologists*
   B. Goldstein, 2000

This comprehensive guide is designed to help speech-language pathologists meet the needs of culturally and linguistically diverse students. Information is included about a number of varieties of English (for example, African American English, Spanish-influenced English, Asian-influenced English) and assessment and intervention techniques.

Question #3:
In an immersion program, how much of a reading lag still falls into the range of normal when learners are acquiring initial literacy? What initial literacy challenges should constitute a cause for concern?

1. *Parents Guide to Reading and Language*
   Public Broadcasting Systems (PBS), 2008

http://www.pbs.org/parents/readinglanguage/

This online guide is available in English and Spanish and describes how children become readers and writers and how others can help them develop by talking, reading, and writing together every day.

2. *Launching into Literacy: Early Childhood Professionals' Developmental Language and Literacy Milestones*
   Kehl and Ballweg, 2007

www.madison.k12.wi.us/tnl/lilm/early_literacy/infants&toddlers/milestones0-3.html

This web page describes various research-based language and pre-literacy behaviors that typically developing children (ages 0-3) display.

3. *Learning to Read/Reading to Learn Campaign: Helping Children with Learning Disabilities to Succeed*

http://idea.uoregon.edu/~ncite/programs/read.html

The National Center to Improve the Tools of Educators, based at the University of Oregon, sponsored a Learning to Read/Reading to Learn campaign in 1996. This webpage presents 10 prerequisite skills necessary for building a solid reading foundation. It also contains links to other resources that address developing reading skills in children with learning disabilities as well as tips for parents.

4. *Recognizing Reading Problems*
   Colorín Colorado, 2007

http://colorincolorado.org/article/14541

This bilingual site provides useful information about reading for parents and educators. This particular article identifies specific behaviors to look for when a child is struggling with learning to read and ways to respond.

5. *Dyslexia and the Brain: What Does Current Research Tell Us?*

   R. F. Hudson, L. High, and S. Al Otaiba, 2007

   http://www.ldonline.org/article/14907

This online article defines dyslexia and dispels some common myths about this neurological disability. It includes resources and recommendations for teachers and parents of dyslexic children who struggle with reading.

6. *Reciprocal Teaching*
   Florida Online Reading Professional Development (FOR-PD), 2005

http://forpd.ucf.edu/strategies/stratreciprocalteaching1.html (Predicting and Questioning)

http://forpd.ucf.edu/strategies/stratreciprocalteaching2.html (Clarifying and Summarizing)

http://forpd.ucf.edu/strategies/stratreciprocalteaching3.html (Reciprocal Teaching and Whole-Class Instruction)

These websites developed by the FOR-PD Program describe the rationale behind Reciprocal Teaching and explain how to implement it in the reading classroom; the first two pages on the focus on the four reading strategies, what they are and how to instruct students on their use. The third page considers how reciprocal teaching can be used with a whole class and assessment options. These FOR-PD pages also provide links to additional resources and references.

Question #4:
What kind of assessments can be given to language immersion students…
- **who are not progressing in the target language and may not be developing cognitively at an appropriate rate?**
- **who are not yet reading and writing?**

What languages should be used to assess an immersion learner?

1. *AIMSWeb*
   Harcourt Assessment, Inc., 2008

www.aimsweb.com

This internet-based student academic progress-monitoring software and materials program, created by several of the researchers who originally developed curriculum-based measurement, includes downloadable directions for administration and scoring of oral reading, math computation and written expression. Materials can be adapted for use in the immersion language.

2. *DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Home Page*
   University of Oregon Center on Teaching and Learning

http://dibels.uoregon.edu

A set of standardized, individually administered measures of early literacy based on student development of phonological awareness, alphabetic understanding and reading fluency are available on this website.

3. *Learning Disabilities Resource Kit: Specific Learning Disabilities Determination Procedures and Responsiveness to Intervention*
   National Research Center on Learning Disabilities, 2007

http://www.nrcld.org/resource_kit/

The National Research Center on Learning Disabilities developed this kit to help educators navigate the changes in the process of determining a specific learning disability and the implementation of Responsiveness to Intervention (RTI). It includes general information, tools for change, a getting started manual, a RTI manual, and Power Point presentations.

4. *Assessment of struggling elementary immersion learners: The St. Paul Public Schools Model*
   A. Petzold, 2006

http://www.carla.umn.edu/immersion/ACIE/vol9/feb2006_bpractices_strugglinglearners.html

This article describes the curriculum-based model used during the assessment and special education assessment process in the St. Paul Public School District.

5. *Improving Academic Performance among American Indian, Alaska Native, and Native Hawaiian Students: Assessment of Learning and Identification of Learning Disabilities*
   National Institute of Child Health and Human Development, NIH, DHHS, 2005

http://www.nichd.nih.gov/publications/pubs/upload/native_american_learning_2005.pdf

On March 16-18, 2005, several federal agencies, professional organizations, and associations joined forces to hold a national colloquium to address the educational needs of Native American students. Researchers and educational practitioners discussed the key issues and challenges for improving educational performance among Native American students, and to begin a creating a blueprint for research and practice. This document summarizes these discussions.

6. *Two-way Immersion (TWI) Toolkit*
E. R. Howard, J. Sugarman, M. Perdomo, and T. T. Adger, 2005

http://www.cal.org/twi/toolkit/index.htm

This Toolkit is designed to meet the growing demand from teachers, administrators, and parents for guidance related to the effective implementation of TWI programs. Although the Toolkit is primarily intended to support teachers, administrators, and parents who are new to two-way immersion, those with experience in TWI may also find the Toolkit useful. The Toolkit is composed of three segments: program design and planning, classroom instruction, and parental involvement. The pages that specifically address the assessment question are 43-47.

Questions #5 & 6:
As we work to support immersion teachers with struggling learners, what research-based adaptations are known to be effective with these students? Which strategies are most likely to be implemented by the teachers?

Resources related to the five instructional techniques discussed in the relevant research findings section are provided first. The immersion-specific ACIE Newsletter resources available online through CARLA's ACIE Newsletter Archive are highlighted in bold.

Differentiation

1. ***Learning Centers: Meaningful Context for Language Use in the Primary Immersion Classroom***
   J. Click, 2004

https://carla.umn.edu/immersion/acie/vol8/bridge_vol8_no1.pdf

2. *Differentiated Instruction*
   V. Eaton, 1996

http://www.ualberta.ca/~jpdasddc/incl/difinst.htm

3. *Differentiated Instruction Resource*, 2006

http://www.sde.com/teacher-resources.asp

4. *What is differentiated instruction?*
   Sacramento City Unified School District

http://www.scusd.edu/gate_ext_learning/differentiated.htm

5. *Enhance Learning with Technology*
   P. Theroux, 2004

http://members.shaw.ca/priscillatheroux/differentiatinglinks.html

Multi-modal Teaching and Learning

1. ***Strategies for helping underperforming immersion learners succeed***
   K. Arnett with T. Fortune, 2004

http://www.carla.umn.edu/immersion/acie/vol7/bridge-7(3).pdf

2. *Curriculum and project planner for integrating learning styles, thinking skills, and authentic instruction*
    I. Forte and S. Schurr, 2003

3. *"Multi-modal" learning*
    D. Lazear, 2006

http://www.davidlazear.com/free_articles/multi-modal.html

4. *V.A.K. Learning Styles*

https://olt.qut.edu.au/it/ITB116/gen/static/VAK/Index.htm

Learning Strategies Instruction

1. *Strategy training for second language learners*
    A. Cohen, 2003

 http://www.cal.org/ericcll/digest/0302cohen.html

2. *Strategy Instruction*
    P. Beckman, 2002

http://ericec.org/digests/e638.html

3. **Teaching Learning Strategies in Immersion Classrooms**
    A. U. Chamot, 2001

https://carla.umn.edu/immersion/acie/vol5/Nov2001.pdf

4. *The Elementary Immersion Learning Strategies Resource Guide (2nd Ed.)*
    A.U. Chamot, K. Anstrom, A. Bartoshesky, A. Belanger, J. Delett, V. Karwan, et al.

https://carla.umn.edu/immersion/documents/eils-guide.pdf

5. *Styles- and strategies- based instruction*
    Regents of the University of Minnesota

http://www.carla.umn.edu/strategies/SBIinfo.html

6. *Helping struggling students become good language learners*
    J. Robbins, J. and A. U. Chamot, 2007

http://nclrc.org/about_teaching/topics/feature.html

7. *Learning Strategies Curriculum*
   The University of Kansas Center for Research on Learning, 2004

http://www.ku-crl.org/sim/lscurriculum.html

Five Standards for Effective Pedagogy

1. ***Instructional scaffolding with graphic organizers***
   L. Cammarata, L. with M.C. Bartolini, 2005

http://www.carla.umn.edu/immersion/acie/vol8/2005_BRIDGE_RESTRUCTURED.pdf

2. *The Five Standards for Effective Pedagogy*
Center for Research on Education, Diveristy & Excellence, 2002

http://www-gse.berkeley.edu/research/crede/standards/standards.html

3. *Strategies for effective two-way immersion (TWI) programs: A Chinese-American perspective*
   J. Chang, 2003

http://www2.sjsu.edu/faculty/chang/research_practice/documents/Dual%20immersion%20article.pdf

4. ***Maximizing language growth through collaborative-creative writing***
   T. Fortune with C. Fernandez del Rey, 2003

https://carla.umn.edu/immersion/acie/vol6/bridge-6(2).pdf

Cooperative Learning

1. *Cooperative Learning*

http://edtech.kennesaw.edu/intech/cooperativelearning.htm

2. *The Cooperative Learning Network*
   D. Galambos, 2005

http://www-acad.sheridanc.on.ca/scls/coop/cooplrn.htm

3. ***Improving immersion student oral proficiency by fostering the use of extended discourse***
   I. Punchard, 2002

https://carla.umn.edu/immersion/acie/vol6/bridge-6(1).pdf

General Resources

1. *Foreign Languages and Students with Learning, Hearing or Vision Disabilities*
National Clearinghouse on Disability and Exchange, 2007

http://www.miusa.org/ncde/tipsheets/foreignlang/

The National Clearinghouse on Disability and Exchange collaboratively developed this tip sheet to provide practical suggestions for foreign language teachers working with students with a variety of disabilities in order to encourage more students with disabilities to be part of the employment trend, in which foreign language and cultural skills are of increasing importance.

2. *Developing deficit-specific intervention plans for individuals with auditory processing disorders*
    T. J. Bellis, 2002

See Question #1, for more information on this resource.

3. *Reciprocal Teaching*
    Florida Online Reading Professional Development (FOR-PD), 2005

See Question #3, for more information on this resource.

4. *Two-way Immersion (TWI) Toolkit*
E. R. Howard, J. Sugarman, M. Perdomo, and T. T. Adger, 2005

http://www.cal.org/twi/toolkit/index.htm

This Toolkit is designed to meet the growing demand from teachers, administrators, and parents for guidance related to the effective implementation of TWI programs. Although the Toolkit is primarily intended to support teachers, administrators, and parents who are new to two-way immersion, those with experience in TWI may also find the Toolkit useful. The Toolkit is composed of three segments: program design and planning, classroom instruction, and parental involvement. The pages that specifically address instructional strategies are 48-50.

Questions #7:
Should interventions be provided in English (L1), in the immersion language (L2), or in both? If a particular language(s) is recommended, when should one use which language(s) and why?

1. *Language Intervention from a Bilingual Mindset*
   E. Thordardottir, 2006

http://www.asha.org/about/publications/leader-online/archives/2006/060815/f060815a.htm

This short article, written for clinician, reviews research on bilingualism and argues that specialists need to have a "bilingual mindset" when making decisions regarding intervention for children with communication impairments. Thordardottir reminds specialists that bilingualism is indeed a feasible goal for all and that it is their responsibility to provide a learning context in which children are able to attain this goal.

Question #8:
In your program, are there any services available for struggling students in the early primary grades (K-2)? If so, what are they and how do students qualify for these services? If no, does this impact your program's pre-referral process in any way?

1. *Descubriendo la Lectura: An application of reading recovery in Spanish.*
   K. Escamilla, 1992

This English to Spanish translation (with Spanish to English back translation) of Reading Recovery Materials includes:
   • Descubriendo la Lectura lesson format
   • List of Spanish literature books for Descubriendo la Lectura Program
   • Observation tasks
   • Data collection forms

2. *Preventing Reading Problems: Factors Common to Successful Early Intervention Programs*
   John J. Pikulski, 1997

http://www.eduplace.com/rdg/res/prevent.html#1

Based on research findings carried out with students acquiring literacy *in L1*, Pikulski reviews several successful early intervention programs and synthesizes the characteristics these programs share.

3. *Peer Tutoring Literacy Program™*
   Canadian Parents for French

http://www.cpf.ca/eng/resources-programs-tutoring.html

The Canadians Parent for French (CPF) website includes information about the Peer Tutoring Literacy Program™ for French Immersion Schools: A Parent-Teacher Collaborative Approach™ on their website. They address the following questions:
   • What is the Peer Tutoring Literacy Program™ (PTLP)?
   • How does the PTLP work?
   • Who runs the Peer Tutoring Literacy Program?
   • What are the benefits of the Peer Tutoring Literacy Program?
   • How do I know the Peer Tutoring Literacy Program will help my child?
   • How do I get a copy of the Peer Tutoring Literacy Program?

4. *The Peer Tutoring Literacy Program™: Achieving reading fluency and developing self-esteem in elementary school students*
    Mary Chipman and Nicole Roy, 2006

http://www.carla.umn.edu/immersion/acie/vol10/Bridge_Nov06.pdf

This *ACIE Newsletter* BRIDGE Insert provides readers with some issues to consider when implementing a *Peer Tutoring Literacy Program™*; it also reviews the benefits that came to participants in this program in one Canadian elementary school.

5. *Supporting Literacy Learning for Children with Autism*
    Stanley L. Swartz

http://www.stanswartz.com/SwedenPresentation/supportingliteracy.html

This study investigates two methods that support literacy learning: **Reading Recovery** (Clay, 1979; 1985) used as an individual intervention, and **Guided Reading** (Swartz, Shook, & Klein, 2003) used both in individual and small group applications. Findings suggest that both methods were helpful for six children with autism and may be worth implementing.

Question #9:
When it comes to communicating with immersion parents…
       How and when does the teacher raise the issue of transferring out with a parent?
       How and when does the teacher encourage a parent to keep their child in the
       immersion program?
       What tools can immersion educators give or recommend to parents to help their
       struggling and/or learning disabled (LD)/ language and learning disabled (LLD)
       immersion student at home?

1. *"Yes you can help! Inspiration for French immersion parents"*
   Canadian Parents for French (CPF)

http://www.cpfalta.ab.ca/yesuhelp.htm   (available to order online)

Yes, You Can Help! was written by unilingual parents who relied on their joint 30 years of experience with French immersion in three provinces as well as their active involvement with CPF. They were assisted by an advisory committee of teachers, administrators, researchers, and education department staff. The book is published by Alberta Education, Canadian Parents for French.

2. *The Special Needs French Immersion Student*
   Government of Alberta, 2008
   http://www.education.gov.ab.ca/french/adt_scol/frImm/default.asp

This online resource addresses the question, "Can French Immersion offer an appropriate quality education for a student with special needs?" You will find a set of references for suggested readings on topics for gifted students and students with learning abilities, specifically children who display the following disabilities:
• Hearing problems;
• Blind and visually impaired;
• Behavioral or emotional disorders; and
• Attention difficulties and/or hyperactivity.

3. *Tools to Work with the School*
   LD OnLine

http://www.ldonline.org/features/idea2004 (Information about IDEA)

http://www.ldonline.org/article/107 (How parents can be advocates for their children by Coordinated Campaign for Learning Disabilities)

http://www.ldonline.org/article/14615 (Sample letters parents can use to write the school by National Dissemination Center for Children with Disabilities)

http://www.ldonline.org/parents (General information for parents of LD and ADHD children)

LD OnLine recommends that parents work cooperatively with the school system to get the best education for their children and avoid court. These websites provide information on special education laws and advocacy for parents.

4. *Learning Difficulties in French Immerison*
    Canadian Parents for French, Alberta Branch

http://www.cpfalta.ab.ca/Parents/LDinFI.htm

This resource page, developed by Canadian Parents for French, provides parents with information and resources to support their child(ren) in French Immersion programs. Some of the highlights include:
- Parental coaching strategies
- Literacy development in French Immersion
- Ways for creating language-rich environments
- Parental handbooks developed by Alberta Education

5. *Parenting Perspectives…ideas to help your child succeed: New Directions in Identifying Learning Disabilities*
    Canter, 2002

http://www.teachersandfamilies.com/open/parent/idea1.cfm

This website explains what a learning disability is, how it is identified, and some of the changes that have been made recently in the legislation around the identification of learning disabilities.

6. *Two-way Immersion (TWI) Toolkit*
    E. R. Howard, J. Sugarman, M. Perdomo, and T. T. Adger, 2005

http://www.cal.org/twi/toolkit/index.htm

This Toolkit is designed to meet the growing demand from teachers, administrators, and parents for guidance related to the effective implementation of TWI programs. Although the Toolkit is primarily intended to support teachers, administrators, and parents who are new to two-way immersion, those with experience in TWI may also find the Toolkit useful. The Toolkit is composed of three segments: program design and planning, classroom instruction, and parental involvement. The pages that specifically address parent involvement are 167-214.

Question #10: Is it appropriate to pre-assess potential students' readiness to enter an immersion program?   If so, how might this be carried out and by whom?

1. *Two-way Immersion (TWI) Toolkit*
E. R. Howard, J. Sugarman, M. Perdomo, and T. T. Adger, 2005

http://www.cal.org/twi/toolkit/index.htm

This Toolkit is designed to meet the growing demand from teachers, administrators, and parents for guidance related to the effective implementation of TWI programs. Although the Toolkit is primarily intended to support teachers, administrators, and parents who are new to two-way immersion, those with experience in TWI may also find the Toolkit useful. The Toolkit is composed of three segments: program design and planning, classroom instruction, and parental involvement. The pages that specifically address late entry into TWI programs are 50-52.