

Preparing Prospective Teachers for the Utah Dual Language Immersion Endorsement



DR. BLAIR BATEMAN
DEPT. OF SPANISH AND PORTUGUESE
BRIGHAM YOUNG UNIVERSITY

blair_bateman@byu.edu

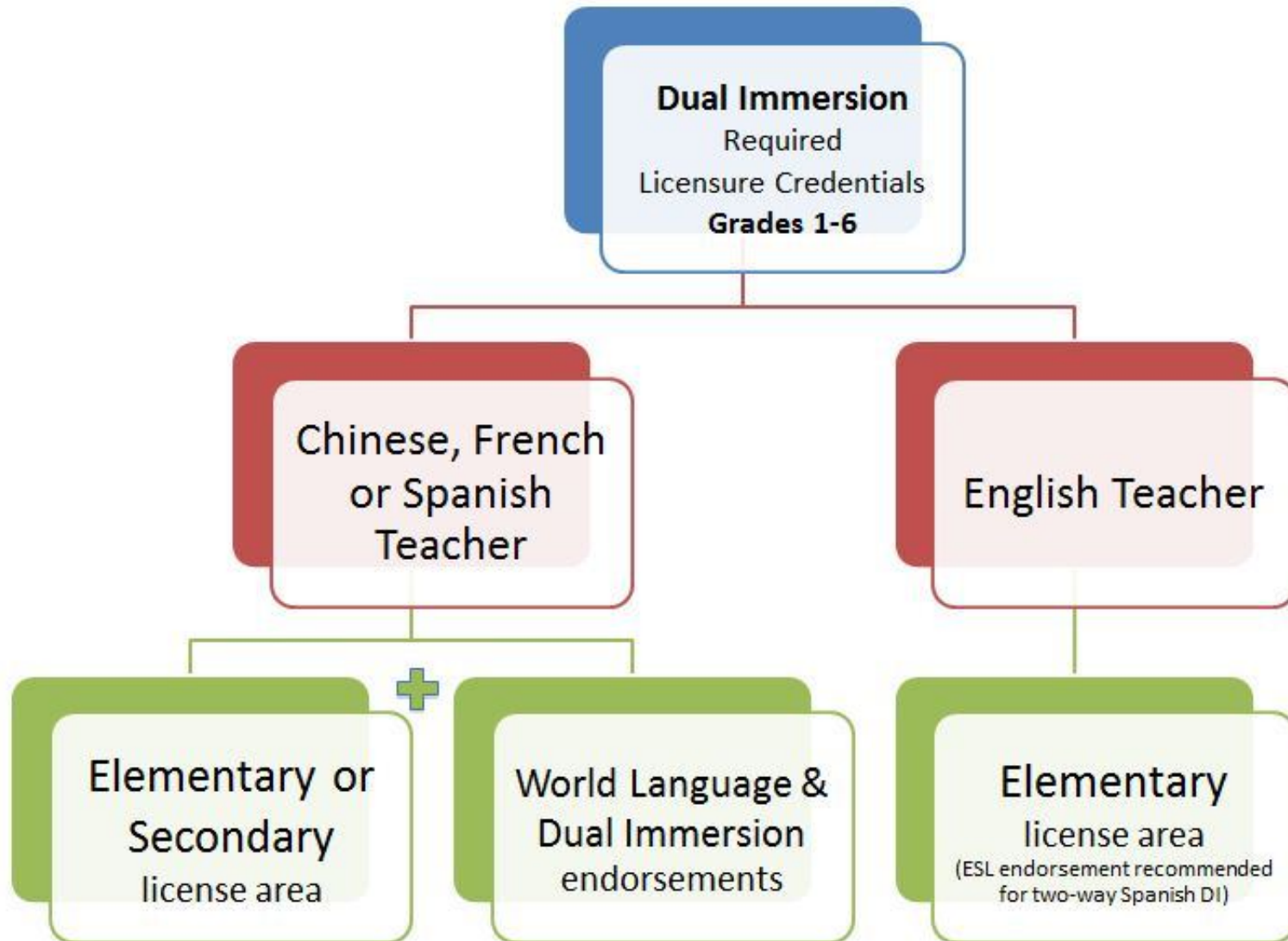


Background: Dual Language Immersion in Utah



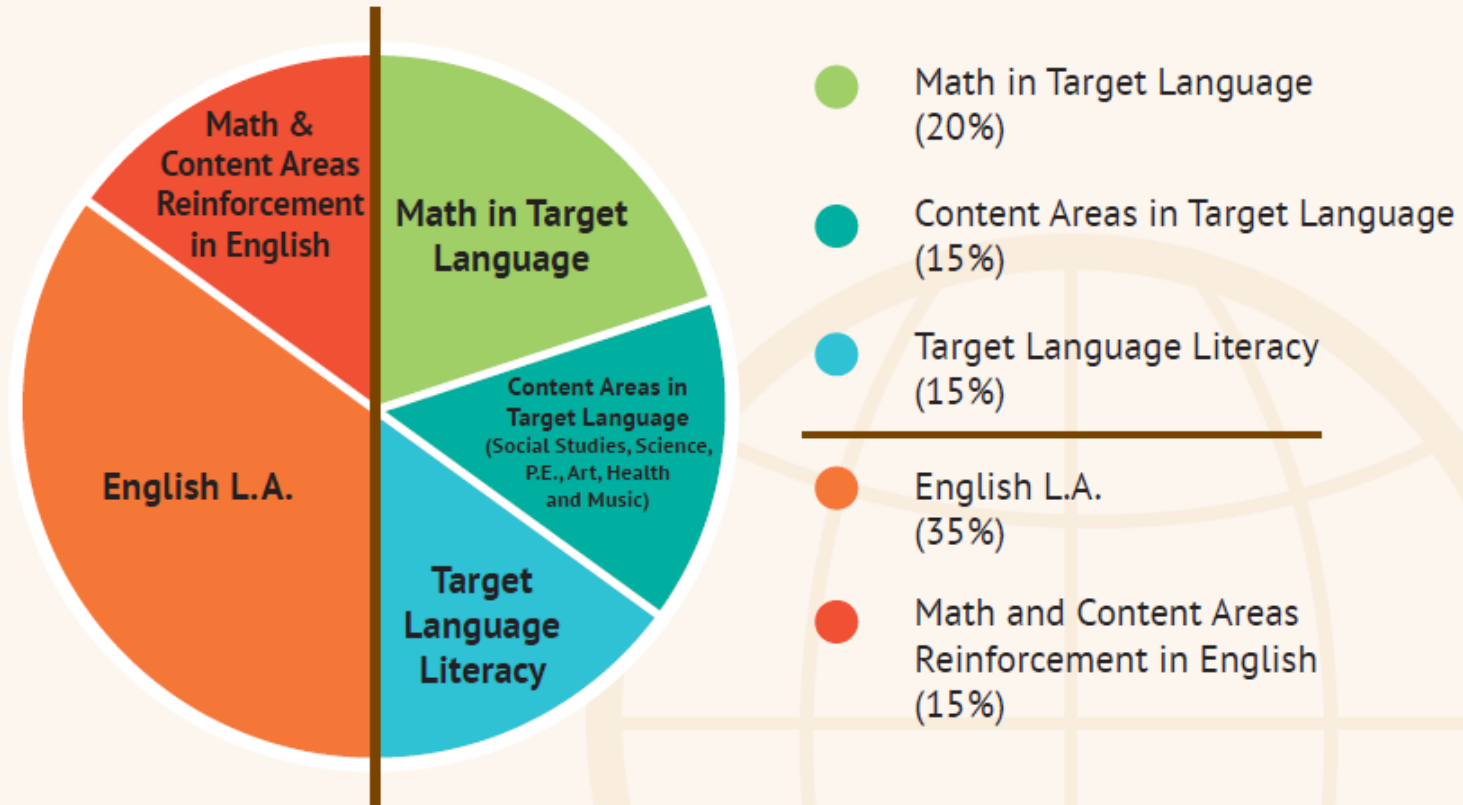
- In 2007 Utah passed legislation supporting and funding the creation of a statewide immersion model
- Utah now has 77 elementary programs in Spanish, Chinese, French and Portuguese, and 2 middle school programs (Spanish)
- In 2011, Utah became the first state to require immersion teachers to hold a specific “Dual Language Immersion” endorsement
- The state asked six universities involved in teacher preparation to create programs to prepare prospective teachers for the endorsement

Utah Two-teacher Elementary School Model



Division of Instructional Time in Grades 1-3

Dual Language Immersion Instructional Time : Grades 1-3



UTAH DUAL LANGUAGE IMMERSION
Providing a world of opportunities for students.

Utah Secondary-level Model



DUAL IMMERSION COURSE SEQUENCING GRADES 7-9

7th

- Language 3 Honors
- Foundations of Social Studies

8th

- Language 4 Honors
- Health / Humanities

9th

- AP Language
- World Geography

DUAL IMMERSION COURSE SEQUENCING GRADES 10-12

10th

- 300(0) Level University Course
- Start of 3rd Language

11th

- 300(0) Level University Course
- Continuation of 3rd Language

12th

- 300(0) Level University Course
- Continuation of 3rd Language

Utah World Language Endorsement Requirements



- OPI score of Advanced Mid or higher
- Praxis content exam – must pass at state-specified cutoff level
- University-level foreign language teaching methods course

The Challenge of Creating a Cross-Disciplinary Program



- Immersion teacher education doesn't fit neatly into the traditional teacher education “boxes” (elementary, secondary, world language, ESL, bilingual); it is cross-disciplinary
- Initially, decisions about the new endorsement program were made by an ad-hoc, self-appointed committee of faculty members and counselors from the Colleges of Education and Humanities



Questions in Creating an Immersion Endorsement Program at BYU



- Which existing courses to use/adapt?
- What additional courses need to be created?
- Which faculty will teach these courses? Are they qualified? If not, how will they become qualified?
- How to meet the needs of students from different teaching majors?
- How/when to require students to meet the language proficiency requirement?
- How and when to implement the immersion teaching practicum?
- Who will supervise and grade the practicum?
- How to articulate and align program and course outcomes when the endorsement program is divided among existing departments and colleges?

Adapting Existing Programs and Courses



- Decision was made to change the existing TESOL K-12 Spanish Bilingual minor to the new Dual Language Immersion K-12 minor
- Many existing courses were considered adaptable to the new minor
- Challenge: Changing from an exclusive focus on language minority students (e.g., Spanish speakers) to also address the teaching of language majority students in immersion classes

Adaptation of Existing Courses



State requirement	BYU course
Foundations of Dual Language or Immersion Education (3 cr.)	FLANG 300 (new) Foundations of Dual Language & Immersion Education (3 cr.)
Content-Based Second Language Curriculum, Instruction, and Assessment (3 cr.)	TELL 445 Content Area Instruction in K-12 Dual Language Immersion Settings (3 cr.) TELL 420 Assessing Linguistically Diverse Students (2 cr.)
Second Language Literacy Development (3 cr.)	TELL 435 Language Arts and Literacy Instruction in K-12 Dual Language Immersion Settings (3 cr.)
Methods of Second Language Acquisition (3 cr.)	TELL 410 Second Language Acquisition (2 cr.)
Practicum or Student Teaching (3 cr.)	TELL 478R Practicum in Dual Language Immersion K-12 Teaching (1-4 cr.)

Creation of Foundations of Immersion Education Class



- The Utah State Office of Education specified that this course be taught by world language faculty from Colleges of Humanities or Liberal Arts
- No faculty members at in the college felt qualified; none had a background in immersion education
- I agreed to take an online course, *Foundations of Dual Language and Immersion Education*, from the University of Minnesota, taught by Dr. Diane Tedick

My Current Syllabus for the Foundations Course

OVERVIEW OF DUAL LANGUAGE EDUCATION: GOALS, MODELS, BENEFITS

- Concepts of dual language education (DLE), immersion, & content-based instruction
- History of dual language programs; one-way, two-way, and heritage immersion; developmental bilingual education
- Critical features of DLE
- Research on DLE; benefits for language majority and language minority students
- DLE program implementation

SPECIFIC IMMERSION PROGRAM MODELS

- Utah's Dual Language Immersion model
- Immersion at the secondary level
- Heritage /indigenous language immersion
- Immersion in multiple languages (Swedish in Finland)

TEACHING AND LEARNING IN DUAL LANGUAGE/IMMERSION CLASSROOMS

- The role of input, output, and interaction in classroom language learning
- Oral language development
- Making input comprehensible
- Attending to language / Counterbalance
- Teaching literacy in two languages
- Teaching culture
- Assessment
- Lesson planning

EDUCATIONAL , POLITICAL, AND SOCIAL CHALLENGES

- Immersion teacher preparation
- Equalizing the status of both languages
- Struggling learners in immersion classrooms
- The politics of bilingual education
- Advocacy

Enrollment in Foundations Class, Fall 2012



Major	Spanish (# sts)	French (# sts)	German (# sts)	Total
Elementary Education	3	2	0	5
Spanish Teaching	7	0	0	7
Teaching Social Science	4	1	0	5
French Teaching	0	2	0	2
German Teaching	0	0	1	1
English Teaching	1	0	0	1
Physics Teaching	1	0	0	1
Teaching Physical Science	1	0	0	1
Totals	17	5	1	23

Meeting the Needs of Students from Different Teaching Majors

Major	Strengths	Weaknesses	Solutions (?)
Elementary Ed	Good candidates for elementary level; training in teaching academic subjects	Potentially no foreign language classes (other than methods class)	Require passing OPI and Praxis earlier; encourage to take foreign language courses
Foreign Language Teaching	Good candidates for middle school immersion; expertise in foreign language	No training in teaching academic content; elementary principals reluctant to hire teachers without an elementary license	Consider a second minor in soc. studies/health; emphasize teaching of academic content in TELL classes to prepare students for elementary level
Social Studies, Health Teaching	Good candidates for middle school; expertise in subjects taught at that level	Limited training in elementary-level subjects; potentially no foreign language classes; elementary principals reluctant to hire	Consider a second minor in foreign language teaching; emphasize teaching of academic content in TELL courses
Other Secondary Ed majors	???	All of the above	Encourage to consider switching majors or dropping immersion minor

A Conversation in the Foundations Class



English Teaching major: Are we going to learn how to teach math in this class?

Instructor (me): No, you should be learning about that in your content-based instruction and assessment classes.

Other students: But we've already taken those classes and they didn't talk about how to teach math or other subjects.

Instructor: What did you do in those classes?

Other students: We mainly read about research on how to teach literacy to English language learners.

Elementary Ed major: Frankly, I don't think it's fair that Secondary Ed majors get an immersion endorsement without ever taking classes on how to teach specific subjects.

Spanish Teaching major: Well, I don't think it's fair that Elementary Ed majors get a World Language endorsement without having to take a single Spanish class.

English Teaching major: I'm just worried about how to teach math.

Meeting Language Proficiency Requirements



- Foreign Language Teaching majors are required to pass the OPI and Praxis before student teaching
- Decision was made to require non-foreign language teaching majors to pass the OPI and Praxis before taking content-based and literacy courses

The Immersion Practicum



Questions to be addressed:

- Where and when will the practicum take place?
- Who will make practicum placements?
- How will the practicum fit with current student teaching placements?
- Who will supervise and grade the practicum?

The Immersion Practicum



Solutions (for now):

- Adjuncts in the School of Education will help make practicum placements
- All students will be placed in elementary immersion schools
- Practicum will take place during student teaching semester:
 - Split placement – 4 weeks in elementary immersion school and 10 weeks in a traditional elementary or secondary classroom
- Regular student teacher supervisor will supervise practicum students and assign a grade for the course

Program Articulation



- Various old and new courses have been cobbled together to meet state requirements without clearly articulating program outcomes or aligning course outcomes
- Result: Some aspects (research on dual language education, program models, working with language minority students) are addressed in multiple courses, while others (how to actually plan and teach an immersion class, working with language majority students) are neglected

Overarching Challenge: Ownership of the Program



Who “owns” a cross-disciplinary program? Who is responsible for elaborating program outcomes, assessing how well they’re achieved, and making necessary adjustments to the program?

Overarching Challenge: Ownership of the Program



Where do we go from here?

