



Developing Statewide Immersion Programs

Oklahoma Progress

Dual Language Immersion Summit - On January 27th, 2016, Bilingual/ELL and World Language education leaders gathered in Tulsa at the first ever Immersion Summit. Several school and district administrative leaders presented the development of their programs to the group to discover similarities and differences between the types of programs offered. Later, the program leaders discussed both Bilingual/ELL and World Language needs they felt impacted their immersion programs. They collaborated on defining immersion terminology such as the meanings of "Dual-Language", "Partial/Full Immersion", and "One/Two Way Programs" in order to speak about outcomes and goals with a clear understanding of each other's programs. Administrative leaders were able to identify shared challenges and successes from each other's programs in a collaborative effort to better support immersion programs statewide. Concluding the summit, participants expressed enthusiasm and optimism for future meetings of this type. This inaugural meeting has provided an opportunity for further collaboration in the next steps toward promoting biliteracy for students regardless of their first language. The Oklahoma State Department of Education would like to thank participating schools and educators with special appreciation for Eisenhower International School for hosting the event.

Please check out the television spot at the following link.

<http://ktul.com/news/local/education-leaders-meet-for-inaugural-languageprogram>

Federal Q&A

Q. What defines an English learner?

A. As defined in the Elementary and Secondary Education Act (ESEA) reauthorized in 1978, and 1994 (IASA) and 2001 (NCLB), the definition of a “Limited English Proficient” student, in section 9101(25):

Is an individual (A) who is aged 3 through 21; (B) who is enrolled or preparing to enroll in an elementary school or secondary school; (C)(i) who was not born in the United States or whose native language is a language other than English; (ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual – (i) the ability to meet the State’s proficient level of achievement on State’s proficient level of achievement on State assessments described in section 1111 (b)(3); (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society.

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