



# Delaware Immersion Primer

## Principal to Principal: Priorities for Program Implementation

An experienced principal of an established language immersion school in Davis, Utah has put together a list of recommendations for principals who are starting world language immersion programs.

### Proactively market your program

- Reach out broadly across your community
- Remember that World Language Immersion is not GT education
- Reinforce that World Language Immersion is for all students
  - Caution: students with severe language processing issue may have significant difficulties in an immersion program. Be attentive to not confuse language processing issues with language articulation issues.
- Reach out to key stakeholders who represent subgroups in your community
- Present to PTA, Community Councils, Faculty Organizations

### Hire well

- Look for evidence of strong instructional skills
- DO NOT compromise target language proficiency
- Collaborative disposition
- Adapts well to change
- Feels comfortable with ambiguity

### Make every match a “Match Made in Heaven”

- Almost everything that can go wrong in a program is linked to poor matching
- Consider compatible traits (work ethics, collaborative dispositions, flexibility)
- Consider complimentary traits (curricular strengths, management styles, diversity in background, talents and skills)

### Establish a priority for a culture of unity

- Lack of unity and program favoritism can deprive the program of the long-term site support needed for the program to mature and flourish

### Provide support in five dimensions

- Encourage: professional, emotional
- Appreciate: professional personal, public
- Guide: articulate desired outcomes, acknowledge and reward approximation, celebrate successes
- Support: time, materials, access to staff development, peer mentoring
- Facilitate implementation and experimentation

### Keep parents informed

- Hold 3+ parent information nights per year