



# Delaware Immersion Primer

## The Two-Teacher Model

World Language Immersion Programs offer a robust bilingual experience for young learners at the point in their cognitive development that is perfect for the acquisition of a new language. Students benefit from the instruction of two highly-qualified classroom teachers—one who teaches them for half of the day in English and the other for half of the day in the immersion language.

The English speaking teacher teaches English Language Arts as well as some other elements of the Delaware Recommended Curriculum (science, social studies, mathematics, etc.) The Immersion language-speaking teacher teaches Immersion Language Arts, mathematics, science and portions of the social studies curriculum. World Language Immersion students follow the same standards based curriculum in all content areas that non-immersion students would follow in any other Delaware elementary classroom.

In order to ensure the highest quality instruction and academic achievement in students in both languages, careful consideration should be given to staffing the immersion program. Conversations with administrators of successful immersion programs have produced the following lists of characteristics to be mindful of and look for in program teachers.

### Characteristics of highly effective English Partner Teachers

- Collaborative
- Flexible and Open-minded
- Willing to Change
- Has an eye on effectiveness
- Thinks outside the box
- High level of cultural understanding

### Characteristics of highly effective Immersion Language Teachers

- Advanced Level\* proficiency in the immersion language
- Level of English proficiency that allows for communication with partner teacher and parents
- Has an eye on effectiveness and using every minute for instruction
- Collaborative
- Flexible
- Engaging

\* As defined by the American Council on the Teaching of Foreign Languages and evidenced by a nationally normed assessment instrument, i.e. ACTFL OPI and WPT or STAMP 4s