Achievement
Global Mindedness
and
Language Immersion Education

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Core Features
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- Math, Language Arts, Science, Social Studies
- Non-English language
- 50%+ every day
- Strategies to ensure comprehension
Program Goals

✓ Academic achievement
✓ Bilingualism and biliteracy
✓ Cultural competence
Minnesota Programs

Indigenous Immersion
Ojibwe
Dakota

Dual Language Immersion
Spanish/English
Hmong/English

World Language Immersion
French, German
Mandarin
Spanish

Revitalization  Maintenance  Enrichment
GROWTH IN MINNESOTA
1976 - 2012

Number of Programs

- 1976
- 1981
- 1986
- 1991
- 1996
- 2001
- 2006
- 2011
- 2012
Academic Achievement

Addressing Minnesota’s Achievement Gap
Why It’s Smart to Be Bilingual
The brain’s real super-food may be learning new languages.

By Casey Schwartz
August 15, 2011
Academic Benefits

DL/Imm Learners in North Carolina, 2010

- State’s achievement End-of-Grade (EOG) scores in reading and math
- 6 districts
- 11 Spanish, 1 Chinese two-way programs
- Gr. 3-8
- Cross-sectional
- Total of 85,662 students for 2008-2009 school year
NC 2009 Achievement (Thomas et al., 2010):
Anglo-Am Students in non-DL/Imm vs. DL/Imm

Reading

Math
NC 2009 Achievement (Thomas et al., 2010): African-Am Students in non-DL/Imm vs. DL/Imm

Reading

Math
Speaking two languages also benefits low-income children

August 27, 2012
Psychology & Psychiatry
NC 2009 Achievement (Thomas et al., 2010): Low-SES in non-DL/Imm vs. DL/Imm

Reading

Math
“There is no evidence that low-SES students are hurt in any way by participating in dual language programs. In fact, it appears that these students, who typically need additional cognitive development, more comprehensible and interesting instruction, and additional motivation to engage constructively with schooling, receive substantial education benefits from DL programs. ….

The presence of large numbers of low-SES students, whether English learners or native-English speakers, may be reason enough to consider the dual language option in North Carolina schools” (Thomas, Collier, & Collier, 2010, p. 29).
NC 2009 Achievement (Thomas et al., 2010): English Learners in non-DL/Imm vs. DL/Imm
The Bilingual Brain Is Sharper and More Focused, Study Says

WSJ.com
April 30th, 2012
Advantages

• Academic
• Linguistic
• Metalinguistic
• Perceptual
• Identity
• Cognitive
• Employment

www.epsteinatlanta.org
Global Mindedness

Preparing for Global Citizenship
“In today’s interconnected world, knowledge of other peoples, economies and languages is no longer a luxury reserved for a business or policymaking elite, but an absolute necessity as part of every child’s preparation for successful citizenship.”

Asia Society, 2007
State Support
Invest in Immersion
Keep Minnesota Strong
Danke!
¡Gracias!
Merci!
Miigwech!
Pidamayaye!
Ua tsaug!
谢谢!
A Minnesota immersion thank you!
Questions?

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