

Dual Language and Immersion Programs in Indiana

Indiana is home to a cluster of high quality world language immersion programs in public and private K-12 schools. Several of the programs were established in the early 1990's. Each of the programs listed is an International Spanish Academy as designated by the Ministry of Education, Culture and Sport of Spain.

Indianapolis Public Schools Theodore Potter Spanish Immersion Magnet School #74
Tim Clevenger, Principal, clevengt@myips.org 317-226-4274
<http://www.myips.org/theodorepotter74>

International School of Indiana (ISI), grades PS - 12, International Baccalaureate
David Garner, Head of School, dgarner@isind.org 317-923-1951
www.isind.org

Metropolitan School District Lawrence Township (MSDLT) International Spanish Academies

Forest Glen School of Spanish Immersion (pre-K - 5)

Jerome Lahlou, Principal, jeromelahlou@msdlt.k12.in.us (317) 964-4900

<http://forestglen.ltschools.org/>

http://magnet.ltschools.org/MediaLibraries/magnet.ltschools.org/Documents/LTcatalog_2016-17_Web.pdf

Fall Creek Valley Middle School

Kathy Luessow, Principal, kathrynluessow@msdlt.k12.in.us (317) 964-6600

<https://fallcreekvalley.ltschools.org/>.

Lawrence North High School

Brett Crousore, Principal, brettcrousore@msdlt.k12.in.us (317) 964-6600

<https://lawrencenorth.ltschools.org/>

Lindley Elementary

Mary Kinniry, Principal mary.kinniry@fwcs.k12.in.us (260) 467-5350

<http://www.lindley.fwcs.k12.in.us/>

For all schools that participated in the Dual Language Immersion Pilot Program in 2015-2016 and/or 2016-2017, please visit the Indiana Department of Education website here: <http://www.doe.in.gov/ccr/dual-language-immersion>

Glossary of Dual Language Terms

Visit the Center for Applied Linguistics' Glossary [here](#).

50/50: An immersion program model in which English and the partner language are each used for 50% of instruction at all grade levels.

90/10: An immersion program model in which students are instructed 90% of the time in the partner language and 10% in English in the first year or two, with the amount of English instruction gradually increasing each year until English and the partner language are each used for 50% of instruction (generally by third grade).

Bilingual education: Used both as an umbrella term for dual language and transitional bilingual programs, and synonymously with transitional bilingual programs.

Developmental bilingual: A dual language program in which students are primarily native speakers of the partner language.

Dual immersion: Used synonymously with dual language, particularly in the Southwestern and Western United States.

Dual language immersion: Used synonymously with dual language.

Dual language: A program in which the language goals are full bilingualism and biliteracy in English and a partner language, students study language arts and other academic content (math, science, social studies, arts) in both languages over the course of the program, the partner language is used for at least 50% of instruction at all grades, and the program lasts at least 5 years (preferably K-12). CAL and [other institutions](#) use this term as an umbrella term that includes two-way immersion, foreign language immersion, heritage language immersion, and developmental bilingual programs. Throughout the U.S., it is frequently used synonymously with two-way immersion.

Early exit program: See transitional bilingual education.

English immersion: A program for English language learners in which the goal is proficiency in oral and written English, in which the native language is not used for instruction.

Foreign language experience/exploratory (FLEX): A program characterized by frequent sessions over a short period of time or short and/or infrequent sessions over an extended period of time in order to expose students in Grades K-8 to one or more languages and cultures. Goals are learning about languages, learning basic words and phrases, and/or developing an interest in foreign language for future study. Some instruction may take place in English.

Foreign language immersion: A dual language program in which students are primarily native English speakers learning a foreign language.

Foreign language in the elementary school (FLES): A foreign language class taught at least 75 minutes per week, in which the goals are to acquire listening, speaking, reading, and writing skills and to gain an understanding of and appreciation for other cultures. The focus of instruction can be on language and/or subject matter content.

Foreign language: In the U.S., a language other than English. See also world language.

Full immersion: See 90/10. Term generally used more frequently by foreign language immersion practitioners than two-way or developmental bilingual practitioners.

Heritage language immersion: A dual language program in which students are primarily English speakers with some proficiency in or a cultural connection to the partner language through family, community, or country of origin.

Heritage language program: A program that aims to develop proficiency in a language that is spoken by the students' relatives, ancestors, or community members in which the student may have some level of proficiency. Programs may be school-based or community-based and range from an hour a week to full immersion. [Learn More](#)

Immersion (referring to a program type): A program in which at least 50% of instruction is in the partner language and, in both English and the partner language, the focus of instruction is on both language and subject content.

Immersion (referring to a technique or a method): A method in which teachers speak in the partner language exclusively during instructional time. May be used in immersion programs or in traditional foreign language classes at any grade level.

Late exit program: A transitional bilingual program in which students receive instruction in the partner language for 4-6 years. May differ from a developmental bilingual program if the amount of instruction in the partner language falls below 50%.

Maintenance bilingual: Less common term for developmental bilingual.

Newcomer program: A specially designed program for new immigrants to the U.S. who are English language learners in which students learn in special classes until they can be integrated into the mainstream. Teachers may or may not use the native language for instruction. They are most often found at upper elementary and secondary grade levels. [Learn More](#)

One-way immersion: Used frequently in the Southwestern United States to refer to developmental bilingual education; also frequently used to refer to foreign language immersion (to contrast it with two-way immersion that enrolls students from two language groups).

Partial immersion: See 50/50. Term generally used more frequently by foreign language immersion practitioners than two-way or developmental bilingual practitioners.

Partner language: Alternative term for the language other than English that is used for instruction in programs in the United States. Preferred term in dual language, in which both English and the foreign language are “targets” for developing proficiency.

Side-by-side model: A way of distributing languages for instruction in dual language programs in which students are instructed in one room by an English teacher and in another room by a partner language teacher. Students move between the two classrooms for instruction. Teachers generally teach exclusively in one language to two groups of students.

Spanish for native speakers program: A program of instruction for native speakers of Spanish that complements foreign language instruction in Spanish for non-native speakers. [Learn More](#)

Target language: The language other than English that is used for instruction. See partner language.

Transitional bilingual education: A program for English language learners in which the goal is proficiency in oral and written English. The students’ native language is used for instruction for a number of years (1-3 is typical) and is gradually phased out in favor of all-English instruction.

Two-way bilingual immersion: Less common term for two-way immersion.

Two-way immersion (TWI): A dual language program in which both native English speakers and native speakers of the partner language are enrolled, with neither group making up more than two-thirds of the student population.

World language: Increasingly common term for foreign language

Visiting Teacher Programs

A number of Visiting Teacher programs provide school corporations and charter school opportunity to hire a native speaking teacher of the target language to teach in dual language immersion programs. Information on The Exchange Visitor Teacher Program by the United States Department of Education can be found [here](#) and on IDOE’s website [here](#).

The Exchange Visitor Program fosters global understanding through educational and cultural exchanges. All exchange visitors are expected to return to their home country upon completion of their program in order to share their exchange experiences.

Examples of Exchange Visitor Teacher Programs include (Click on name below):

[Visiting Teachers from Spain Program](#)

[Visiting Teachers from Taiwan Program](#)

[Chinese Guest Teacher Program](#)

[Confucius Classroom Program of Confucius Institute of Indianapolis \(Chinese\)](#)

[French Teacher Assistant Programs through the Embassy of France and the Academy of Strasbourg](#)

[German Teacher Exchange Program of the Checkpoint Charlie Foundation](#)

More information is available through IDOE by [clicking here](#).

References and Resources (Partial listing)

Please click on organization name for website.

[American Council on the Teaching of Foreign Languages](#)

[Center for Advanced Research on Language Acquisition](#)

[Center for Applied Linguistics](#)

[Center for Applied Second Language Studies](#)

[Center for Advanced Study of Language](#)

[Delaware World Language Immersion Programs](#)

[Dual Language Education of New Mexico](#)

[Indiana Foreign Language Teachers Association](#)

[Indiana Network for Early Language Learning](#)

[Joint National Committee for Languages](#)

[National Association for Bilingual Education](#)

[National Capitol Language Resource Center](#)

[National Council for State Supervisors for Languages](#)

[National Foreign Language Center](#)

[National Foreign Language Resource Center](#)

[National Network of Early Language Learning](#)

[North Carolina Dual Language/Immersion Programs](#)



Dr. Jennifer McCormick
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success

Teachers of English to Speakers of Other Languages

Utah Dual Language Immersion

Washington State Dual Language Immersion