

Building the Portuguese Dual Language Immersion Program in Utah: A Case Study

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In 2008, Utah became the first state to legislate funding for the implementation of dual language immersion (DLI). Starting Chinese, French, and Spanish in 25 different schools, Utah's program has grown to involve more than 32,000 students in 162 elementary and secondary schools across the state of Utah. In 2012, Utah added Portuguese to its list of immersion languages, with German starting in 2014 and current plans to add Russian and Arabic in the near future. Currently, there are more Portuguese DLI programs inside of Utah than in the rest of the United States combined. Utah's explosive growth in DLI has attracted attention from other state and local educational agencies, who are looking for guidance on how to create and sustain DLI in their communities. This paper will first discuss the fundamental components of Utah's immersion program and then address the creation and subsequent building up of the Portuguese DLI program in Utah. Specifically, this paper will analyze four areas of preparation and the obstacles encountered in each for launching and sustaining Portuguese DLI: materials, publicity, STARTALK, and teacher recruitment, concluding with an examination of the current landscape of Portuguese DLI in Utah and across the country.

Utah Dual Language Immersion

In 2008, Senate Bill 41, "The International Education Initiative – Critical Languages Programs," was passed during the general legislative season in Utah. It was the product of collaboration between three individuals: then-Governor Jon Huntsman Jr., State Senator Howard Stephenson, and Utah World Language Specialist Gregg Roberts. The bill outlined a state-sponsored immersion program that would offer 50% of the instruction in English and 50% of the instruction in the target language beginning in kindergarten or first grade with the intention of

adding one grade each year. The bill came with dedicated funding to support the purchase of culturally-authentic materials, offer professional development for teachers, and provide instructional support and oversight in the target language. After a planning year, the program officially launched in the fall of 2009 and has grown significantly since, while remaining faithful to its original model.

Utah's 50/50, two-teacher immersion model is standardized throughout the state with core structures that remain unchanged by the school or local educational agency. At the elementary level, each school houses one language program as a strand within the school, giving parents the choice of dual language immersion or a traditional English program. Every grade level of DLI involves two classrooms with two highly qualified teachers: a target language teacher and an English partner teacher. Students spend half of their school day with each teacher and teachers collaborate to ensure that a standards-based curriculum is being taught across the two languages. Within their classrooms and with their students, target language teachers are only allowed to speak in the target language and not in English. Students are given their first semester to speak English with their teachers and classmates, but are asked to switch to the target language on January 1 of their first year. Utah calls DLI a "proficiency-driven program" in that the ultimate goal is to help students use language in real-world situations and non-rehearsed contexts (ACTFL, 2012). Another goal expressly stated by the Utah DLI team is that of mainstreaming the program to be open and available to all students, including those of varying backgrounds and all ability levels. Native language speakers are a particularly important population in the program and are given priority during the enrollment process.

One of the unique features of the Utah DLI program is the collaboration that has existed from its inception between the spheres of government, business, education, and the community at

large. Although the program was started as a top-down opportunity, it was met with excitement by parents and community members who believed in the importance of language learning. There has been particular unity between Utah's K–12 public education and the seven institutions of higher education in articulating and aligning a program to run K–16. At the conclusion of elementary school, Utah's DLI students continue their studies in middle school with two advanced language courses. In high school, students take the Advanced Placement (AP) test or a similar assessment, and then take nine university credits of 3000-level language coursework during grades 10–12, nearly earning a minor in the language by the time they graduate from high school and preparing them for even more advanced language study in the university.

Portuguese Dual Language Immersion

In its beginnings, the Utah Portuguese DLI program benefitted significantly from being able to build on the foundation that was laid by the Chinese, French, and Spanish programs since 2008. However, Portuguese DLI faced specific challenges in its implementation as a less-commonly taught language with a lack of ready materials and few other Portuguese programs setting precedence for implementation. The following narrative details the process that the state and its team members went through to establish Portuguese DLI in Utah. Because of my personal involvement in this process, portions of the narrative are written in first person. The hope is that by sharing our successes and pitfalls, this case study may help other states initiate and build K–12 Portuguese programs.

In the summer of 2011, I was a middle school English teacher and student working on a master's degree at Utah Valley University. I had significant connections to the Brazilian community in Utah, as I had lived in Brazil for two years and was married to a Brazilian with two children at the time. We were attempting to raise our children bilingually in Portuguese and

English, although the process had been significantly more difficult than we had expected due to the resistance of our children to speak anything other than English. Through my graduate studies, I had become acquainted with Utah's DLI program, and I had heard a rumor that Portuguese was one of five languages the state was considering eventually adding to its existing program. On September 8, 2011, I wrote to Gregg Roberts, Dual Immersion and World Language Specialist for the Utah State Office of Education, requesting more information regarding the possibility of a Portuguese immersion program for my daughter, who was then a kindergartner. A few weeks later, Roberts replied to my e-mail and suggested that I generate support for Portuguese among my Brazilian acquaintances and our local schools. Driven by a desire to maintain Portuguese as a language for my children, I began to contact representatives at Provo City School District and principals within the district to see if I could find an interested party to assist me. At the time, our local school, Lakeview Elementary, had already committed to start a new German program, so I started looking for other schools that my daughter could attend for Portuguese. I also started seeking information on how I could qualify myself to teach Portuguese immersion.

On November 30, 2011, the Utah State Office of Education officially announced that three schools would host DLI in two new languages: Portuguese at Parkside Elementary School in Murray School District and Rocky Mountain Elementary School in Alpine School District; and German at Lakeview Elementary School in Provo School District. Around this time, I began online coursework at the University of Minnesota to obtain a Dual Language Immersion Endorsement. I also commenced work on my master's project at Utah Valley University and identified Utah DLI as the focus of my studies, with Dr. Raquel Cook acting as my chair. As part of this project, Dr. Baldomero Lago from UVU arranged for me to interview Gregg Roberts on January 24, 2012, at Utah Valley University. At the conclusion of the interview, Roberts asked

me if I would be interested in being involved with the establishment of Portuguese immersion across the state, and I responded with great interest. After one month of preparation and interviews with Gregg Roberts and Utah Spanish DLI Director Ofelia Wade, I was hired as the Portuguese DLI Director on February 24, 2012.

Portuguese Materials

The first priority in establishing the Portuguese program was to prepare the materials for the fall 2012 first-grade cohort. Because of Brazil's increasing importance politically and economically and because of Utah's large Brazilian population, Gregg Roberts and I decided that Utah's programs would follow Brazilian Portuguese, while still embedding influences of other Portuguese-speaking communities around the world. Because of the foundational work established by the state immersion team, many things were already in place to start Portuguese immersion in Utah. Proficiency targets had been established by language proficiency consultant, Greg Duncan; Pearson's Envisions math program was ready for translation; and lesson plans had been written for math, science, and social studies, with help from Granite School District, the state DLI team, and consultant Myriam Met. I immediately assembled a translation team composed of native Brazilian math experts, Portuguese professors, and elementary school teachers to begin translating Envisions and the science and social studies lesson plans. This was a process that would continue over the following four years. As of now, two complete math programs by Pearson (Envisions and Envisions 2.0) have been translated for first, second, and third grades, with supplemental materials developed for grades one through six. Lesson plans for science and social studies have also been translated into Portuguese for grades one through six.

Finding materials for Portuguese literacy required more attention and foundational work, particularly because there were no materials aimed at Portuguese as a Second Language in

Brazil. To begin, I started researching authentic language arts programs used in Brazilian elementary schools to create a comprehensive literacy program including a textbook, readers, picture books, games, and media. During the process of material selection, I relied heavily on the experiences of my colleagues leading the Chinese, French, and Spanish DLI programs. Using an authentic program from Brazil was of utmost importance to me; however, I also had to consider that the majority of our students would be learning Portuguese as a second or third language. Another priority in choosing literacy materials was finding a balanced program. I quickly learned that educators in Brazil tended to be polarized at two extremes of literacy instruction: most solely used the whole language approach, while a few focused purely on phonics without focusing on making meaning. I felt strongly that our program should be comprehensive and balanced.

Eventually, I chose a series called *Linguagens*, written by Silvia Juhas and published by Aymara, as the textbook for our Portuguese literacy and language arts program. *Linguagens* provided the most balanced approach to literacy, with a strong background in whole language and specific instruction for Portuguese phonics. Another reason we preferred *Linguagens* was that it was published by Aymara, a small publishing company located in São Paulo, Brazil. Aymara was willing to listen to our feedback and modify the textbook for our needs. For example, Brazilian books for young children are usually written in all uppercase letters or in cursive, which would be challenging for American students who do not learn cursive until the third grade (or sometimes not at all). Aymara immediately made the modifications we requested regarding this and showed willingness to make more changes in the future. Over the course of the past five years, the choice of *Linguagens* has been one of the most critical decisions that has directly contributed to our growth and success as a program.

Although I felt confident that implementing *Linguagens* as our Portuguese literacy program would strengthen comprehension and vocabulary for the students, we were concerned that Portuguese Language Learners needed extra scaffolding in the areas of phonological and phonemic awareness. For this purpose, the state contracted with native Brazilian teachers Lily Bueno and Lillian Busto to develop a phonics program that could be used as a bridge for American students who needed explicit instruction regarding Portuguese language during the first year of Portuguese. Bueno and Busto carefully analyzed all of the Portuguese letters and placed them into categories of sounds ranging from the simplest to most difficult for a native English speaker. They then created a book called *Português de A a Z* in which each letter or sound was shown with a key word and accompanied by activities and texts to develop the phonological and phonemic awareness of the students. The materials also included guided and independent readers for fluency, decoding, and encoding practice. Today, *Português de A a Z* is still used during first grade in conjunction with *Linguagens*.

Since 2012, the Utah State Office of Education has continually developed the curriculum for Portuguese literacy in the immersion context. Silvia Juhas, the writer of *Linguagens*, is a former teacher and administrator who worked on curriculum design and development throughout Brazil for over 20 years and participated in committees in many Brazilian states choosing the standards for state curriculum. After working as a consultant for the state team from 2012 to 2015, Silvia Juhas officially joined the Utah team as a curriculum specialist, or Portuguese coordinator, in August of 2015. Lending an authentic Brazilian voice to guide our pedagogy, Juhas has also been enthusiastic in improving the literacy program to fit the needs of the students, teachers, and state. To save costs, she divided the complete literacy program into textbooks that are used for many years and workbooks that are consumable. She also

strengthened the linguistic side of *Linguagens* for second language learners, particularly using the method of counterbalance, as defined by Roy Lyster (2007).

The program has also benefitted from the work of Lily Bueno, who has worked as a proficiency specialist for Portuguese and consulted on several important projects. As a native Brazilian who was trained as an elementary school teacher at Brigham Young University in Utah, she has bridged the Brazilian and American educational spheres in an attempt to uncover the best instructional practices for DLI. Silvia, Lily, and I have worked closely together to build the Portuguese program, aided in our efforts by both experienced immersion educators who have mentored us and less experienced Portuguese immersion teachers who have grown into leadership within our own program.

Publicity

My second priority early on as Portuguese director was to help publicize the program, which was slated to begin in the fall of 2012. The designated Portuguese schools began by purchasing a large banner to display on the front of the school advertising the new program. Principals placed ads in the newspaper, bought ad space in local Money Mailers, and purchased car magnets and yard signs. The school districts also assisted us in publicizing the program by contacting parents through mass e-mails, mailings of fliers, and robocalls to incoming kindergartners. Each school held several parent meetings to increase awareness, answer questions, and respond to concerns. Local university professors and state DLI representatives participated by presenting at the meetings.

To publicize the program among the local Brazilian community in Utah, I made announcements about the new Portuguese DLI program in an Assembly of God unit and three Mormon wards in Orem, Salt Lake City, and Taylorsville. Several future teachers and I held

booths at Brazilian activities, such as Festa Junina and the Utah Brazilian Festival, where we talked to local Brazilians and passed out fliers all day. Parent involvement was essential in advertising for the program. Parents distributed fliers and put up signs across their communities, particularly at Brazilian restaurants, Latin markets, local universities, and libraries. One mother in particular led the grassroots movement for immersion at Lakeview Elementary School by encouraging the principal and staff, contacting and uniting parents, and reaching out to media sources to write about the program.

In March of 2012, several events led to the state's decision to delay the opening of German immersion by two years. During the state legislative session in March 2012, \$800,000 of DLI funding was cut. At Lakeview Elementary School, the potential German program had fewer than 20 students enrolled and little parental support, while at the state level, Roberts was struggling to find other elementary schools interested in doing German. Considering all of these factors, the state decided that it would not be possible to implement the two new languages of German and Portuguese in the same year. German was officially cancelled for the 2012–2013 school year, and Lakeview was left with a choice of Chinese or Portuguese. Lakeview's principal held a meeting with parents, and the decision was made to move forward with Portuguese, increasing the total number of Portuguese programs in Utah to three.

From March to August of 2012, parents at each school were actively involved in publicizing the Portuguese programs. Sadly, the schools struggled for several months to fill the 58 available spots for incoming first graders. In April, each school had between 30 and 35 enrollees, and principals were concerned that the programs would not be approved by district officials, including each respective superintendent. After a hard push of advertising in May and June, each school's enrollment increased to the low 40s. New students continued to trickle in

throughout the summer, increasing enrollment to the upper 40s by August. The Portuguese STARTALK student camp was particularly crucial in helping enrollment finally reach the requisite 50 students per school.

During the early years of the program, from 2011 to 2013, a key feature of the Portuguese program was the creation of a Portuguese Steering Committee composed of influential Brazilians and individuals dedicated to the promotion of Brazil in Utah. Included on the team were Gary Neeleman, the honorary Brazilian consulate; Matilde Wosjnuk, founder of the Utah Brazilian Association; international business owners; university professors from each of the major universities in Utah; and representatives from the Utah State Office of Education. Members of the committee assisted the Portuguese immersion team with publicity in Utah while also making contacts with influential companies and educational agencies in Brazil. The committee continues to meet to address the growth and improvement of Utah's Portuguese programs. The committee has also helped bring a high number of visitors and volunteers to the Portuguese immersion classroom. Portuguese-speaking students and faculty from BYU, UVU, and the University of Utah volunteer often in the classroom, along with Portuguese-speaking parents who read to the children and English-speaking parents who assist teachers with organizational tasks.

Portuguese STARTALK

One of the most critical events to contribute to the start of Portuguese DLI in Utah occurred in 2010 when the United States government declared that Portuguese was a "critical language" and thus eligible for special funding through the Department of Defense. In the fall of 2011, Gregg Roberts and consultant Ann Tollefson wrote and submitted a proposal for a Portuguese combination program through STARTALK. As a combination program, the proposal included a plan for a residential teacher training and first grade student camp. In the spring of

2012, the Utah State Office of Education was awarded with a \$123,795.00 STARTALK grant to complete the proposed teacher training and student camp in preparation for the fall 2012 launch of Portuguese DLI. When I was hired in February, Gregg explained that one of my central responsibilities would be to run the STARTALK programs.

Together, we planned a week-long teacher training retreat in Park City involving approximately 20 Portuguese teacher candidates and teacher's aide candidates from around Utah. Participants learned about comprehensible input, total participation techniques, and Portuguese proficiency. The teachers and aides also participated in a videotaping project in which each was assigned to teach a lesson three times over the course of the week to analyze their performance and receive feedback for improvement. English partner teachers from the three schools joined the group for the last two days of training, and principals and district administrators came for the final day to watch the participants' final lesson performances. The entire group bonded over the time they spent together and left the conference positive about their experiences in Park City.

In late July and early August, first graders gathered at each new Portuguese DLI school to attend a student camp themed around the animated movie *Rio*. Students met their new Portuguese and English teachers and practiced switching between two classrooms while they had the school to themselves. The Portuguese teacher taught students about numbers, letters, shapes, foods, and animals while faithfully staying in the target language. After lunch, students participated in cultural activities including samba and capoeira. Utah Valley Capoeira presented three times during the week and taught students how to do capoeira kicks and moves. On the final day of the student camp, students danced the samba, participated in a capoeira roda, and performed several Brazilian songs for their parents. The day was a celebration for students and an affirmation to parents of the cultural and linguistic possibilities for their child's education.

Since 2012, the Utah State Office of Education has applied for and secured a combination grant from STARTALK every summer, providing funding for both a student camp and teacher training. I have filled the position as Program Director of the program with Lily Bueno acting as instructional lead every year and other Portuguese professors working as consultants. All teachers are invited to attend the teacher training, which includes a residential retreat in June focusing on teacher-led curriculum projects and a week-long introductory immersion training in August called the Annual Utah Dual Immersion Institute (AUDII). The student camp remains focused on incoming first graders who need a jump-start to participate in the program. The STARTALK student camp has been absolutely essential in recruiting and encouraging new students and families to participate in Portuguese immersion.

Teacher Recruitment

Another top priority in establishing the Portuguese programs has been teacher recruitment. I began the search for Portuguese teachers in 2012 by seeking out local Brazilians who possessed a teaching license from the United States or Brazil. One of the most difficult pitfalls of implementing DLI has been managing staffing concerns, particularly dealing with visas for foreign teachers to provide legal permission to work. In 2012, I was ignorant in that I assumed securing a work visa for a public school teacher would not be difficult. Unfortunately, I quickly found how difficult it is to navigate H1 work visas for foreign teachers.

In early July 2012, Parkside Elementary School in Murray School District held interviews and selected a teacher who needed a work visa to teach. Although the goal was to get a visa by the time school started, the teacher was not able to secure a visa in time. As a result, Murray School District cancelled the program one week before the STARTALK program was to begin, also citing concerns with enrollment. Parents, particularly Brazilians, begged the district

to reconsider and even went to the newspaper to tell the story. The decision was a devastating blow to our young Portuguese program and remains our greatest disappointment to date, since the location of the program was close to a large and supportive Brazilian community who has desperately wanted a program ever since. To appease the parents who were shocked by the district's decision, Gregg Roberts told them he would make a one-time exception to Utah's rule of starting immersion in the first grade. Since it was too late to find another school to house the program starting in the fall of 2012, Roberts announced that he would allow a school in the Salt Lake area to start both a first- and second-grade program in the fall of 2013 to absorb the children who had lost their opportunity for Portuguese immersion in Murray School District.

At the end of July 2012, Rocky Mountain Elementary School hired two teachers to work as team teachers for the first-grade Portuguese position. One of the key supporters of immersion at Rocky Mountain was the first grade English partner teacher for DLI, who advocated for Portuguese from the beginning and continues to help shape the Portuguese program at that school. Lakeview Elementary School was the last school to post a position for a first-grade Portuguese teacher. Lakeview's principal had been forthcoming with parents throughout the summer that without a minimum enrollment of 50 students, the program would not take place. When the program hit its target, Provo School District posted the job opening and interviewed candidates from around Utah Valley. After several interviews, Lily Bueno was chosen as the first-grade Portuguese teacher.

Current Landscape of Portuguese DLI

After a year of preparation, Lakeview and Rocky Mountain Elementary Schools launched their Portuguese programs in the fall of 2012. Though numbers fluctuated often during the last few weeks of August, Lakeview officially began the school year with 50 students and Rocky

Mountain with 51. For many parents, particularly those with Brazilian ties like me, the beginning of the program was the end of a long fight to get Portuguese DLI in the schools and available to their children. For other parents who were less familiar with the program, it was an opportunity and a risk. The STARTALK student camp helped ease the fears of these parents by showing them the capacity of their students to acquire a new language and enjoy speaking in Portuguese and learning about Brazilian culture.

Over the course of the first year, parents overwhelmingly expressed admiration for the work of the teachers, amazement at the progress of their students, and appreciation for the opportunity for their children to learn Portuguese as a second language. Parents were particularly moved by the capabilities of their children during parent-teacher conferences when students had the opportunity to talk to their Portuguese teachers and show their parents their skills in math or Portuguese literacy.

The success of Lakeview and Rocky Mountain Elementary Schools paired with the support of parents around the state led to quick expansion in Portuguese DLI in Utah. As Gregg Roberts had promised, in the fall of 2013, we began both first- and second-grade Portuguese DLI in Salt Lake County at Bluffdale Elementary in Jordan School District. Many of the students who had been enrolled in the program at Parkside came to Bluffdale, with parents driving long distances daily to have their children in the program. Portuguese was also in demand in Cache Valley, a community in Northern Utah that had previously not had any immersion programs. Again, parents played an essential role in advocating for the programs. Two schools from two different districts in Cache Valley chose to move forward with Portuguese and requested to do a first- and second-grade start as well: Hillcrest Elementary in Logan City School District and Sunrise Elementary in Cache County School District. Although parents were the catalyst in

requesting the program, other key individuals pushed the program forward. At Hillcrest, an innovative principal researched and studied the program with his leadership team, while in Cache County School District, district officials chose to start programs in Chinese, French, Portuguese, and Spanish all at once.

In the fall of 2014, a sixth school joined the Portuguese DLI program. Harris Elementary (currently known as Sterling Elementary) in Tooele County School District, a rural area west of Salt Lake City, began first-grade Portuguese dual language immersion. Despite early and quick expansion, from 2015 to 2016, growth for new DLI programs in Portuguese slowed as most school districts were beginning to focus on the transition of their DLI programs from the elementary to the secondary level. This challenge made some school districts hesitant to bring on new immersion languages and schools. However, many parents still desperately want closer access to the program. Directly north and south of Salt Lake City, groups of parents have formed to create petitions and websites through which they urge their school districts to start new programs. The goal for 2017 is to start two new Portuguese DLI schools, one of which would be close to the Brazilian community in Salt Lake City.

As of the fall of 2016, the Utah Portuguese DLI program involves six public elementary schools and 56 classrooms spanning from first to fifth grades. There are 28 Portuguese DLI teachers and nearly 1,500 students studying Portuguese through the program. To be a teacher in the Portuguese DLI program, a candidate must have legal permission to work in the United States, a current teaching license from the United States or Brazil, a Portuguese Teaching endorsement, and a Dual Immersion endorsement. Approximately half of the current teachers are local Brazilians who are married to Americans or who received residency before applying as teachers. Four of the current teachers are Americans who have received a rating of Advanced-

Mid or higher on an oral proficiency assessment, thus making them eligible for a Portuguese Teaching endorsement. To supplement the number of local licensed teachers and particularly to meet shortages in areas that are more removed from the Brazilian community in Utah, the Utah State Office of Education extended its International Guest Teacher program to Brazil. In the fall of 2013, I traveled with the Utah trade mission to Brazil to begin a partnership between a governmental education entity and the Utah State Office of Education. The following year, the Utah State Superintendent of Schools signed a Memorandum of Understanding (MOU) with the Paraná State Secretary of Science, Technology, and Higher Education. The goal of the partnership was to collaborate and support one another, specifically by bringing Paraná teachers to work in Utah schools through the J-1 visa program, which allows for a teacher to stay for a period of three to five years for the purpose of cultural exchange. Since 2014, eleven Portuguese teachers have participated in Utah's International Guest Teacher program and worked in Utah's Portuguese immersion schools.

National Growth of Portuguese Dual Language Immersion

Utah's quest to mainstream dual language immersion for all students is not limited to those that live within the boundaries of the state. The Utah DLI team is committed to increasing the number of DLI programs nationwide in all languages. Since 2012, Utah's Portuguese team has collaborated with representatives from Portuguese programs in California, Florida, Massachusetts, and Rhode Island. National grants have helped Utah's team in this endeavor, specifically through a K–12 Language Flagship grant shared by Brigham Young University and the Utah State Office of Education from 2012 to 2016. Although the grant was initially designed only as a K–12 outreach initiative for Chinese DLI around the United States, it was extended to include Portuguese as a critical language in 2015. During the final two years of the grant, Utah

established the Flagship Language Acquisition Network (F-LAN) consortium for K–12 language programs. The Portuguese strand of the consortium proved to be fruitful in its endeavors. In 2016, 15 individuals attended the F-LAN annual retreat, representing current or prospective Portuguese programs around the country. Energized by the collaboration that began through F-LAN, Brockton Public Schools in Massachusetts was able to bring Portuguese DLI to their district beginning in the fall of 2016. There is hope for new Portuguese DLI programs to start elsewhere, particularly in Georgia, Massachusetts, Rhode Island, South Carolina, and California.

In tandem with Utah’s leadership on immersion, the University of Georgia and Florida International University have spearheaded efforts to develop secondary Portuguese instruction starting in middle schools and high schools. The urgency and excitement regarding K–12 Portuguese instruction is contagious. As was the case in Utah’s initiation of immersion, individuals from all sectors are coming together to support K–12 Portuguese programs. State public educational agencies, professors from institutions of higher education, government representatives from Brazil and Portugal, business leaders, and American Portuguese-speaking communities are united in their desire to make Portuguese a priority. The work of building up and sustaining Portuguese instruction at the K–12 level is only beginning, and continual attention will need to be paid to the areas of materials, publicity, national grants, and teacher recruitment, with particular awareness of the challenges of finding and engaging both teachers and students. The Utah Portuguese DLI team looks forward to working with stakeholders from around the country to make K–12 Portuguese language instruction a national priority by increasing the number of programs in elementary and secondary schools in every state.

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Biography

Jamie Leite is the Portuguese Dual Language Immersion Director for the Utah State Board of Education. She is responsible for developing curriculum, providing professional development, and overseeing six Portuguese immersion programs across the state. She works as Program Director for the Utah Portuguese STARTALK grant, which offers training for 28 teachers and summer camps for 400 students. As a member of the Utah immersion team, she helps with the administration of Utah's immersion model at the school, district, and state levels. Jamie also acts as the Dual Language Immersion Coordinator for Provo School District in Provo, Utah. She holds a bachelor's degree from Brigham Young University, a master's degree from Utah Valley University, and is currently obtaining a doctoral degree in Educational Leadership and Policy from the University of Utah. Her master's thesis was a history of Utah immersion titled, *Mainstreaming Dual Language Immersion: The Utah Model for Replicable and Sustainable Language Education*. In 2015, Jamie Leite and Raquel Cook published the chapter "Utah: Making Immersion Mainstream" in the book *Building Bilingual Education Systems: Forces, Mechanisms and Counterweights*, edited by Peeter Mehisto and printed by the Cambridge University Press. Prior to joining the Utah immersion team, Jamie was a classroom teacher for six years. She is the parent of two Portuguese immersion students, currently in second and fifth grades.