



DELAWARE DUAL LANGUAGE IMMERSION

High School Immersion Advisory Committee Summative Report

Delaware Department of Education

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August 1, 2019



High School Immersion Advisory Committee Summative Report

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Summary

In 2011, Governor Jack Markell put forth a vision for language learning in the state of Delaware in his World Language Expansion Initiative. This initiative proposes an aggressive world language education plan that prepares generations of Delaware students with the language skills to compete in an ever-changing global economy at home and around the world. As a result of the initiative Delaware will begin to graduate globally-competitive students with advanced-level proficiency in languages, giving them an economic edge in the multilingual and multicultural workforce of the 21st century.

The goals of the Governor’s World Language Expansion Initiative depend upon the following structures:

- Articulating a K-16 world language learning system
- Implementing immersion programs across the state beginning in kindergarten
- Establishing partnerships to enable collaborative learning projects between Delaware students and their peers in partner schools in target-Language countries
- Continuing elementary immersion experiences of content and language integration into secondary programs

Students in elementary immersion programs continue their immersion education throughout middle school and into high school. In 9th grade, immersion students will take Advanced Placement Chinese or Spanish, then continue to increase their language proficiency through dual credit/dual enrollment or CTE Pathway options in grades 10 through 12. Students who complete the entire K-12 immersion experience will be well on their way to acquiring the professional level language skills needed in a variety of workplace environments.

In order to provide LEAs with a clear picture of the entire K-12 immersion experience, a 20-member High School Dual Language Immersion Continuation Implementation Advisory Committee was established in January 2019. This committee was charged with defining the parameters of how K-8 immersion programs would grow into high schools to ensure that students continue to develop language proficiency through a series of advanced-level language courses. During four meetings, Advisory Committee members collaborated to achieve three overarching goals:

- Analyze key attributes of Delaware’s Dual Language Immersion secondary program model
- Identify additional options and key challenge areas in implementing the Delaware Dual Language Immersion Program in current high school structures
- Recommend solutions to identified challenges

Advisory Committee meetings were co-facilitated by Department of Education Director of Language Acquisition and the Education Specialist for Dual Language Immersion. Committee members challenged each others thinking about traditional models of language learning, and encouraged innovative approaches for implementation of the Delaware High School Immersion Continuation Model.

Advisory Committee Members understand that the economic future of the state of Delaware rests on ensuring that students are ready for the global realities of the 21st century. A K-12 immersion education provides students with a pathway for developing the communication and collaboration skills necessary to succeed in this ever-changing marketplace. Therefore, the High School Immersion Advisory Committee has set forth nine recommendations that define a high-performing high school immersion continuation model for Delaware high school students.



High School Immersion Advisory Committee Recommendations

Committee Members

Kyle Bentley, Assistant Principal, Cape Henlopen High School

Dusty Blakey, Superintendent, Colonial School District

Brody Bluemel, Assistant Professor, Delaware State University

Ryan Buchanan, Supervisor of Instruction, Smyrna School District

Gregory Fulkerson, Director, Language Acquisition, Delaware Department of Education

Lynn Fulton-Archer, Education Specialist, Dual Language Immersion, Delaware Department of Education

Claudia Gonzalez, AP Spanish Teacher, Dover High School

Darren Guido, Supervisor of Instruction, Caesar Rodney School District

Renee Jerns, Director of Curriculum, Indian River School District

Sherry Kijowski, Principal, Caesar Rodney High School

Crystal Lancour, Supervisor of Instruction, Colonial School District

Margie Lopez-Waite, Headmaster, Las Américas ASPIRA Academy

Lijing Luo, AP Chinese Teacher, Conrad Schools of Science

John Melidosian, Counselor, John Dickinson High School

Shana Payne, Director, Office of Higher Education, Delaware Department of Education

Tracy Quan, Assistant Professor, University of Delaware

Luke Rhine, Director, CTE, Delaware Department of Education

Cora Scott, Director of Curriculum, Brandywine School District

Sarah Vieni-Vento, World Language and Immersion Coordinator, Appoquinimink School District

Recommendations

Recommendation 1

Purpose and Nomenclature of High School Program

The *Governor’s World Language Expansion* Initiative proposes an aggressive world language education plan that prepares generations of Delaware students with the language skills to compete in an ever-changing global economy at home and around the world. Students who continue immersion language studies in middle school will be prepared to achieve Advanced Placement credit in the ninth grade and have the opportunity to participate in dual credit/dual enrollment options after that. Students who complete the full K-12 immersion experience will graduate globally competitive with advanced level language skills that give them an economic edge in the multilingual and multicultural workforce of the 21st century.

The standard definition of immersion is a program in which students spend no less than 50% of the instructional day learning academic content in a language other than English. Nationally, most elementary immersion programs feed into continuation models in the middle school. A continuation model is one in which students spend anywhere between twenty-five and fifty percent of their instructional day learning academic content in the immersion language and expanding their linguistic capacity and cultural competence in the immersion language.

Immersion in high school will follow a similar continuation model in which students spend at least one academic period of their instructional day learning academic content in the immersion language and expanding their linguistic capacity and cultural competence in the immersion language. High-performing high school continuation models reflect the following attributes:

- Coursework taught exclusively in the immersion language
- Curricula that incorporates content goals as well as a focus on functional and grammatical language outcomes
- Integration of language, culture, and content
- Cognitively and linguistically challenging tasks
- Developmentally appropriate instructional scaffolding
- Student-centered curriculum with many opportunities for students to purposefully use the immersion language in partner and small-group activities

It is recommended that ...

The program which continues the K-8 immersion experience into grades 9 through 12 will be known as a Delaware High School Dual Language Immersion Continuation Program. The continuation program must reflect the attributes of high-performing national models.

The term “bridge” be used to identify immersion-specific coursework in grades 10, 11, and 12 that provides students with opportunities advance their language skill and gain college credit or industry-recognized credentials based on those skills.



High School Immersion Advisory Committee Recommendations

Resources for Recommendation 1

- Delaware Immersion Overview
<http://www.doe.k12.de.us/Page/1090>
- Psychology Today – Cognitive Advantages of Second Language Immersion Education
<https://www.psychologytoday.com/blog/life-bilingual/201401/cognitive-advantages-second-language-immersion-education>
- American Council on Immersion Education – Implementing Secondary Programs (note: while this publication specifically references Two-Way immersion, the attributes are universal)
[http://www.carla.umn.edu/immersion/acie/vol6/bridge-6\(3\).pdf](http://www.carla.umn.edu/immersion/acie/vol6/bridge-6(3).pdf)

Recommendation 2

Immersion Continuation Program – Grade 9

High performing immersion programs across the country have demonstrated that students can be successful on the AP World Language and Culture exam in the 9th grade when they place specific focus on spiraling AP-related topic tasks and themes throughout the middle school immersion curriculum. These programs also recognize the unique cognitive and socioemotional needs of 9th grade students and provide supports for them to meet the rigorous demands of college-level coursework. The middle school immersion continuation curriculum has been developed with a backward design approach that places specific focus on the following College Board AP themes:

- Beauty and Aesthetics
- Contemporary Life
- Families and Communities
- Global Challenges
- Personal and Public Identities
- Science and Technology

It is recommended that ...

Immersion continuation students enroll in a year-long AP World Language and Culture course in Grade 9. When possible, immersion continuation students should be scheduled into a separate immersion-only section of AP World Language and Culture in order to address their unique instructional developmental characteristics.

Resources for Recommendation 2

- Advanced Placement (AP) Chinese Language and Culture Overview
<https://apstudent.collegeboard.org/apcourse/ap-chinese-language-and-culture>
- Advanced Placement (AP) Spanish Language and Culture Overview
<https://apstudent.collegeboard.org/apcourse/ap-spanish-language>
- International Baccalaureate IB Studies in Language and Literature
<https://www.ibo.org/programmes/diploma-programme/curriculum/language-and-literature/>

Recommendation 3

Immersion Continuation Program – Grade 10 through 12

After students have successfully completed an AP World Language and Culture course in 9th grade, high school immersion continuation students have access to a Bridge program in grades 10 through 12.



High School Immersion Advisory Committee Recommendations

The Bridge Program is a unique partnership between school districts with DLI programs and Delaware institutes of higher education. Each Bridge course is developed in collaboration with the partnering institution to meet both the needs of students and the rigorous expectations of the partner. Through challenging and sophisticated approaches to language learning, Bridge courses will focus on developing critical thinking skills and advancing students’ language proficiency towards state grade level targets. The courses will further the state goal of graduating students from high school with language proficiency levels more typical of students completing a language major in college or obtaining an industry-recognized credential that capitalizes on advanced-level language skills.



<p>Acquire a broad base of content area knowledge and language (50% of day learning core subjects plus literacy in the TL)</p>	<p>Focus on cognition skills and deepening cultural competencies (30% of day learning Social Studies or Science plus literacy in the TL)</p>	<p>AP Language and Culture Course; Successful Completion of the exam with a score of 4 or higher is the gateway for the Bridge Program</p>	<p>Upper division dual-enrollment university course work; CTE pathway courses/credentials that capitalize on advanced-level language skills</p> <p><i>Students may graduate with a Diamond-Level Delaware Certificate of Multiliteracy</i></p>	<p>Utilize advanced and professional level language skills to develop bilingual and multicultural work force; support career pathways that mesh with language study</p>
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It is recommended that ...

Immersion continuation students enroll in year-long immersion bridge courses in grades 10, 11 and 12. These courses extend the immersion learner’s language and content knowledge into college and work environments.

The immersion continuation high school provides options for this bridge through dual credit dual enrollment partnerships with IHEs including the University of Delaware and/or Delaware State University. Immersion continuation high schools may also develop immersion-specific pathways based upon existing CTE offerings. Partnerships between districts and charters and their partner IHE or workplace must adhere to the bridge program assurances as provided in Appendix B.

When developing a plan to integrate immersion into CTE pathways, the school-level CTE Advisory Council include immersion representation in order to build work-based learning opportunities that capitalize on the advanced language proficiency of immersion learners.

Students who do not meet the requirements established for entrance into bridge courses in grade 10 be provided options for additional language study based on district context. Options may include independent study, online coursework, or study of a new world language.



High School Immersion Advisory Committee Recommendations

Resources for Recommendation 3

- University of Delaware Bridge Program
<https://www.dllc.udel.edu/undergrad-study/academic-programs>
- Delaware State University World Language Program
<https://chess.desu.edu/departments/languages-literatures/world-languages-cultures>
- Delaware Department of Education Career and Technical Education Overview
https://education.delaware.gov/educators/academic-support/career_and_technical_education/
- Delaware Pathways Program
<http://delawarepathways.org/>

Recommendation 4

Proficiency

In order for Delaware to graduate globally competitive students who have an economic edge in the multilingual and multicultural workforce of the 21st century, they must have advanced-level proficiency in two or more languages. High school immersion continuation courses must continue to advance student proficiency from the intermediate levels associated with middle school to advanced low/mid levels in high school. Student proficiency in the United States is primarily measured using the ACTFL Proficiency Guidelines.

The ACTFL Proficiency Guidelines are a description of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in spontaneous and non-rehearsed context. For each skill, these guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished. The major levels Novice, Intermediate, and Advanced are subdivided into Low, Mid, and High sublevels. The levels of the ACTFL Guidelines describe a continuum of proficiency from that of little or no functional ability to a highly articulate, well-educated language user.

Ongoing monitoring of and feedback on student proficiency are essential to ensuring continued growth of student language ability. Before transitioning to jobs or college, students should be made aware of national and international assessment options that can credential their language ability.

It is recommended that ...

All AP and bridge curriculum materials and course objectives be calibrated at a proficiency level to ensure students meet targeted levels in each skill area as indicated in the “Proficiency Charts for Immersion Learners” in Appendix A. The following chart highlights speaking targets for both Chinese and Spanish at the end of each grade level in the immersion continuation sequence:

<i>Grade Level</i>	<i>Speaking</i>
6	Intermediate Mid
7	Intermediate High
8	Intermediate High
9	Advanced Low
10	Advanced Low
11	Advanced Mid
12	Advanced Mid



High School Immersion Advisory Committee Recommendations

Immersion continuation learners apply for a Delaware Certificate of Multiliteracy during their freshman or sophomore year as one way to credential their learning.

Students should be made aware of recognized assessments of language proficiency as 12th grade capstone assessments, e.g. AAPPL, OPI/WPT, HSK, DELE, STAMP.

Resources for Recommendation 4

- ACTFL Proficiency Guidelines
<http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>
- AAPPL Assessment
<http://aappl.actfl.org/>
- STAMP 4S Assessment
<http://avantassessment.com/stamp4s.html>
- Delaware Certificate of Multiliteracy
<https://www.doe.k12.de.us/Page/3435>
- DELE Spanish Diploma
<https://www.dele.org/>
- HSK Chinese Proficiency Test
<http://www.chinesetest.cn/gosign.do?id=1&lid=0>
- ACTFL Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT)
<https://www.languagetesting.com/lti-information/general-test-descriptions>

Recommendation 5

High School World Language Credit and Course Placement

Delaware code states “Beginning with the graduating class of 2015, all public school students shall be granted a state of Delaware diploma upon completion of a minimum of twenty-four (24) credits, which includes two (2) credits in a world language. Administrative code allows students to fulfill the two (2) credit world language requirement by demonstrating proficiency on a nationally-recognized proficiency assessment in the skill areas of oral receptive and expressive communication, reading and writing.”

Although immersion students may be able to demonstrate this level of proficiency necessary by the end of grade three, high school credit cannot be awarded during elementary school. However, high schools can award credit for world language learning based upon demonstrated proficiency. The awarding of credit not intended to shorten the K-12 world language experience for students but rather credential their earlier language learning and provide them with access to higher level coursework in high school such as Advanced Placement (AP) in ninth grade and dual enrollment/dual credit options in grades ten through twelve.

It is recommended that...

The district create and put into a place a protocol which allows for the awarding of high school world language credit to middle school immersion continuation students. The district must consult subsection 8.0 of Regulation 505 in the development of their protocol. The recommended model for awarding credit is provided below.

Districts award high school world language credit to immersion continuation students during their 9th grade year based on demonstrated student proficiency according to the following chart:

Intermediate Mid = 4 credits

Intermediate Low = 3 credits



High School Immersion Advisory Committee Recommendations

Novice High = 2 credits

Students whose 8th grade proficiency score is below “Intermediate Mid” be placed into a language course in 9th grade as follows:

Intermediate Low = Level 4/Pre-AP

Novice High = Level 3

Resources for Recommendation 5

- Delaware Administrative Code
<http://regulations.delaware.gov/AdminCode/title14/500/505.shtml#TopOfPage>
- Washington State World Language Credit Program
<https://www.k12.wa.us/student-success/resources-subject-area/world-languages/competency-credits-students>

Recommendation 6

Staffing and Professional Learning

Educators teaching Delaware High School Immersion Continuation Program courses are required to be licensed and certified according to Delaware Administrative Code. The teacher of the advanced-level language course must hold a certificate in World Language K-12.

Delaware is well positioned to assist schools in recruiting and retaining highly-qualified, bilingual, K-12 certified teachers because of its collaborations with Delaware universities and international educational agencies. Supports for districts include:

- Promotion of and possible recruitment for immersion positions through joindelawareschools.org
- Robust Memoranda of Understanding with China and Spain to bring certified teachers to Delaware
- University of Delaware Alternative Routes to Certification Pipeline
- Other alternative routes to certification (Teach for America; Delaware Teaching Fellows)

It is recommended that ...

The teacher of the AP course for immersion continuation students have at least Advanced-Mid level proficiency as demonstrated on the ACTFL OPI and WPT. The teacher must also fulfill all College Board AP training requirements. Districts should begin first by capitalizing on existing faculty, particularly current AP teachers, to staff the immersion continuation program.

It is also recommended that the teacher(s) of bridge courses have at least Advanced-Mid level proficiency as demonstrated on the ACTFL OPI and WPT. The teacher must also meet certification and program assurance requirements of the specific bridge option(s) as provided in Appendix XX.

It is also recommended that the Delaware Department of Education provide specific instructional supports to high school immersion continuation teachers including differentiated professional learning opportunities and in-school support



High School Immersion Advisory Committee Recommendations

Resources for Recommendation 6

- Educator Preparation in Delaware
<http://www.doe.k12.de.us/domain/400>
- Delaware Code – Title 14 Regulation 1565 – World Language Teacher
<http://regulations.delaware.gov/AdminCode/title14/1500/1565.shtml#TopOfPage>
- University of Delaware Secondary Education Program
<https://www.secondaryed.udel.edu/>
- Delaware State University Bilingual Education Program
<https://chess.desu.edu/departments/english-foreign-languages/tesol-bilingual-education-ma>
- University of Maryland Education Program
<https://education.umd.edu/>
- AP Chinese Language and Culture Professional Development
<https://apcentral.collegeboard.org/courses/ap-chinese-language-and-culture/professional-development?course=ap-chinese-language-and-culture>
- AP Spanish Language and Culture Professional Development
<https://apcentral.collegeboard.org/courses/ap-spanish-language-and-culture/professional-development?course=ap-chinese-language-and-culture>

Recommendation 7

School-Based Partnerships and Capstone Immersion Experiences

High school immersion continuation programs across the country leverage community-based and sister school relationships to execute language-rich, project-based learning activities. These activities provide students with real-world application of their language skills through meaningful interactions with their immersion language-speaking peers at home and abroad.

Sister-School Partnerships and Capstone experiences enable students to apply their language skills and cultural knowledge in an authentic context outside of the United States. A sister school partnership is a meaningful, reciprocal, and sustainable long-term collaboration between two schools aimed at broadening students perspectives, developing students intercultural competence, advancing student language skills, and building teacher capacity. The benefits are of greatest significance during the third year of a well-established partnership. It is during this year, that many high-performing immersion continuation programs nationally engage students in a capstone experience in partnership with the sister school. Capstone experiences bring focus to the K-12 immersion experience by requiring students to engage in explorations in which the outcomes are unknown and/or to engage in self-assessment, reflection, and analysis that prepares them for advanced-level language learning. By focusing on academic, linguistic, and personal development, the capstone experience offers students the opportunity to carry out field research, live with a target-language speaking family, and practice using their language every day in various authentic cultural environments.

It is recommended that...

Immersion continuation schools establish sister-school partnerships. Once established, it is recommended that partnership activities and exchanges are integrated into the high school immersion curriculum beginning in 9th grade. When possible, schools are encouraged to expand upon the partnerships established in the middle schools that feed into the high school immersion continuation program.



High School Immersion Advisory Committee Recommendations

Partnerships be established between high school immersion continuation programs and their feeder elementary and middle schools for project-based learning opportunities for students in high school.

High school leadership and faculty work together to design and integrate a capstone experience for 12th grade immersion continuation students. When possible, the 12th grade capstone experience should involve immersion continuation students in service learning projects, work internships, and/or intense study abroad experiences

Resources for Recommendation 7

- *Portland Public School District Chinese Immersion Capstone*
<http://asiasociety.org/china-learning-initiatives/portland-public-schools-mandarin-immersion-program-oregon>
- *Cave Creek Unified School District Spanish Immersion Sister School Project*
<http://www.ccusd93.org/education/components/scrapbook/default.php?sectiondetailid=36281&>

Recommendation 8 **Immersion Leadership**

High School Leadership Development is crucial to the implementation and sustainability of a secondary immersion continuation program. Visiting existing high-performing programs of a similar model prior to initial implementation helps middle school immersion administrators build a vision for their own program and learn from colleagues. Developing a network of support is a crucial component to “creating a fabric of personal contacts who will provide support, feedback, insight, resources, and information” throughout program implementation.

The Department of Education provides ongoing professional learning opportunities for middle school immersion leaders through the Delaware Institute for Novice Immersion Principals (DINIP), the Annual Delaware Immersion Institute (ADII), and quarterly meetings of the Immersion Principal and Administrator Council (IPAC).

High School administrators participate in a two-year onboarding process to ensure that the schools are ready for their incoming immersion students. One year prior to receiving their first cohort of 9th students, they participate in DINIP to focus on preparations for AP placements and develop an initial understanding of bridge coursework. They return to DINIP the following year to delve more deeply in structures to support bridge coursework and participate in ADII in the weeks prior to the beginning of school.

It is recommended that...

School and district leadership begin to develop their capacity to lead high school immersion continuation programs well in advance of the initial implementation of their program and participate in ongoing, immersion-focused professional learning.

Resources for Recommendation 8

- *Harvard Business Review: How Leaders Create and Use Networks*
<https://hbr.org/2007/01/how-leaders-create-and-use-networks>
- *National Implementation Research Network*
<http://nirn.fpg.unc.edu/>



High School Immersion Advisory Committee Recommendations

Recommendation 9

AP and Bridge Program Fee Structures

Currently, AP courses are available to high school students at no cost. However, there is a fee for taking the AP exam, which families are expected to pay out-of-pocket. The AP fees are due by November with the test administered in May. Low-income families are eligible to receive a discounted rate. The costs of dual enrollment courses are traditionally negotiated individually by the district or charter with the IHE.

It is recommended that...

The Department of Education reimburse districts and charters for the regular AP test fee for those high school immersion continuation students who score a 4 or higher on their AP World Language and Culture exam. Each district and charter with a high school immersion continuation program should develop a transparent and consistent policy that outlines how AP fees will be handled for students enrolled in the program.

The Department of Education negotiate MOUs with state institutions providing bridge courses to establish fixed costs for dual credit/dual enrollment courses modeled upon existing Career and Technical Education MOUs.

Resources for Recommendation 9

- *AP Central Exam Fees*
<https://apcentral.collegeboard.org/ap-coordinators/exam-ordering-fees/exam-fees>

Appendix A

Proficiency Targets for Immersion Learners



High School Immersion Advisory Committee Recommendations Proficiency Targets for Immersion Learners

CHINESE

<i>Grade Level</i>	<i>Listening</i>	<i>Speaking</i>	<i>Reading</i>	<i>Writing</i>
K	Novice High	Novice Mid	Novice Low	Novice Low
1	Intermediate Low	Novice High	Novice Mid	Novice Mid
2	Intermediate Low	Novice High	Novice Mid	Novice Mid
3	Intermediate Mid	Intermediate Low	Novice High	Novice High
4	Intermediate Mid	Intermediate Low	Intermediate Low	Intermediate Low
5	Intermediate High	Intermediate Mid	Intermediate Low	Intermediate Low
6	Intermediate High	Intermediate Mid	Intermediate Mid	Intermediate Mid
7	Advanced Low	Intermediate Mid+	Intermediate Mid	Intermediate Mid
8	Advanced Low	Intermediate High	Intermediate High	Intermediate High
9	Advanced Mid	Intermediate High	Intermediate High	Intermediate High
10	Advanced Mid	Advanced Low	Advanced Low	Advanced Low
11	Advanced High	Advanced Low	Advanced Low	Advanced Low
12	Advanced High	Advanced Mid	Advanced Mid	Advanced Mid

SPANISH

<i>Grade Level</i>	<i>Listening</i>	<i>Speaking</i>	<i>Reading</i>	<i>Writing</i>
K	Novice High	Novice Mid	Novice Mid	Novice Mid
1	Intermediate Low	Novice High	Novice Mid	Novice High
2	Intermediate Low	Novice High	Novice High	Novice High
3	Intermediate Mid	Intermediate Low	Intermediate Low	Intermediate Low
4	Intermediate Mid	Intermediate Low	Intermediate Mid	Intermediate Low
5	Intermediate High	Intermediate Mid	Intermediate Mid	Intermediate Mid
6	Intermediate High	Intermediate Mid	Intermediate High	Intermediate Mid
7	Advanced Low	Intermediate High	Intermediate High	Intermediate High
8	Advanced Low	Intermediate High	Advanced Low	Intermediate High
9	Advanced Mid	Advanced Low	Advanced Low	Advanced Low
10	Advanced Mid	Advanced Low	Advanced Mid	Advanced Low
11	Advanced High	Advanced Mid	Advanced Mid	Advanced Mid
12	Advanced High	Advanced Mid	Advanced High	Advanced Mid

Appendix B

Bridge Program Overview and Assurances



The Delaware Bridge Program

Delaware's Advanced Language Pathway for Post-AP Language Study

Delaware's Bridge Program offers an advanced language pathway for high school students who have scored at least a 4 in the AP language and culture (or literature) exam. Students have the opportunity to complete one to three Bridge courses while in high school earning both high school and university credit. A student who completes three Bridge courses will graduate from high school with nine upper division college credits that count towards a major or minor in the language of study. The Delaware World Language Expansion Initiative facilitates infrastructure and provides ongoing funding for this critical continuation of Delaware's ambitious Dual Language Immersion (DLI) Program.

Since 2011, Delaware's K-12 DLI Program includes two languages: Chinese and Spanish, in 41 schools reaching more than 5,000 students. DLI students aim to take the AP Language and Culture exam at the end of 9th grade; the Bridge Program is designed to 'bridge' the gap between completion of the exam and the start of higher education. It ensures uninterrupted language education and promotes an articulated vision for K-16 language study, establishing a clear K-16 pathway as well as a career pathway in two languages. Delaware's Bridge Program's inaugural year will be 2021, with the University of Delaware is delivering 4 courses (2 in Spanish and 2 in Chinese).

The Bridge Program is a unique partnership between the University of Delaware and school districts with DLI programs. Each Bridge course is developed by a statewide team of university and high school instructors and delivered during a full academic year by high school teachers who meet UD's eligibility standards. Through challenging and sophisticated approaches to language learning, Bridge courses will focus on developing critical thinking skills and advancing students' language proficiency towards state grade level targets. The courses will further the state goal of graduating students from high school with language proficiency levels more typical of students completing a language major in college.

The Bridge Program meets the need for a secondary pathway for DLI students, but its impact goes beyond this. Enrollment in Bridge courses is open to any student who scores a 4 or higher in the requisite AP Language and Culture (or Literature) exam, thus broadening its reach to heritage speakers and other students who pass the exam at any point prior to their final year of high school. The Bridge Program promotes equity and access to bilingual and bicultural citizenship in Delaware by offering rigorous, upper division university language and culture courses to any qualified student in designated high schools as determined by each district.

Delaware's Bridge Program is administered by the University of Delaware's Department of Languages, Literatures and Cultures: www.dllc.udel.edu.

University of Delaware Bridge Program Fidelity Assurances Grades 10-12



Fidelity Assurances for state programming serve to clearly define the core expectations of the program. Delaware's high schools participating in the Bridge Program must adhere to the following assurances to receive financial support and be recognized for UD credit.

ASSURANCE	EVIDENCE SOURCE
<p>1. Instructor Qualifications</p> <p>UNIVERSITY SUPERVISOR</p> <ul style="list-style-type: none"> UD supervisor will commit to 10 hours of Bridge Program supervision (0.5 credit hour) per class. Note: Mileage reimbursement will be offered to all UD supervisors. <p>HIGH SCHOOL FACULTY</p> <ul style="list-style-type: none"> Before date of hire, submit OPI proof of OPI or language proficiency test of Advanced-Mid or higher (highly recommended to have current test score within the past 3 years). K-12 Licensure and Certification in World Language 	<ul style="list-style-type: none"> High School faculty provides evidence of OPI score of Advanced-Mid or higher prior to date of hire. High School teacher has obtained <ul style="list-style-type: none"> K-12 Licensure Certification in World Language
<p>2. Target Language Use for Instruction</p> <ul style="list-style-type: none"> Instruction and communication in the classroom is conducted 100% of the time in the target language. When appropriate, communication outside of the classroom and outside of instructional setting is maintained in the target language. 	<ul style="list-style-type: none"> Classroom observation of students and teacher in the target language, conducted by the University supervisor Evidence of 80% of students meeting Delaware's Student Proficiency Targets
<p>3. Target Language Use by Students</p> <ul style="list-style-type: none"> There are clear, enforced, and reinforced expectations that students communicate in the target language in the classroom 100% of the time. 	<ul style="list-style-type: none"> Classroom observation of students and teacher in the target language, conducted by the University supervisor Evidence of 80% of students meeting Delaware's Student Proficiency Targets Evidence of motivational behavior plan that encourages accountability and reinforces target language use expectations
<p>4. Required Courses</p> <ul style="list-style-type: none"> Institutions offer courses developed by the statewide course development team for each language (SPAN 300, 305, & 325 or 326 in Spanish; CHIN 350, 355 & 452 in Chinese) Each course adheres to the following common framework: Common Course Title, Number, Course Description and Learning Outcomes, and Major Assessments. 	<ul style="list-style-type: none"> High school master schedule provides evidence of required course Course syllabus provides evidence of Bridge Program's pedagogical framework and assessment practices

High School Immersion Advisory Committee Recommendations

ASSURANCE	EVIDENCE SOURCE
<p>5. Professional Coordination</p> <ul style="list-style-type: none"> University and high school staff participate in summer planning meeting. University professor and high school teacher jointly develop a year-long check-in schedule (Note: There must be at least one 30-minute phone check-in per marking period). High school teachers are encouraged to observe corresponding UD classes (substitutes may be covered by DOE). 	<ul style="list-style-type: none"> Documented attendance from summer planning meeting Calendar of check-in dates
<p>6. Instruction and Feedback (Program Assessment)</p> <ul style="list-style-type: none"> Instructors conduct frequent (e.g. weekly) formative assessment linked to clear learning goals; instructors submit weekly grades into high school grading system University Supervisor conducts one classroom observation per year 	<ul style="list-style-type: none"> Goals posted weekly in high school grading system All progress grades and final grades submitted according to high school deadlines Final grades are submitted to University Supervisor who will be the “Instructor of Record” at UD. Same final letter grade will appear on both university and high school transcripts
<p>7. Principal(s), Counselor(s) and District Administrators</p> <ul style="list-style-type: none"> District submits high school location(s) and projected enrollment to DOE and to UD with a notification deadline the same as the Dual Enrollment Deadline All parties meet at UD during the spring before the start of the program to review the Program Assurances All parties meet at least once a year for “State Bridge Project Advisory Meeting” Parties provide evidence of adherence to Bridge Program Fidelity Assurances 	<ul style="list-style-type: none"> Attendance at State meetings Statistical summaries and projections



The Delaware Bridge Program

Delaware's Advanced Language Pathway for Post-AP Language Study

The Bridge Program at Delaware State University offers an advanced language pathway for high school students who have scored at least a 3 on the AP language and culture (or literature) exam. Students have the opportunity to complete Bridge courses while in high school earning both high school and university credit. Students who complete bridge courses will earn between 3 to 6 college credits per course. All college language credits will be counted as upper division credits that can be applied toward the language minor. The Delaware World Language Expansion Initiative facilitates infrastructure and provides ongoing funding for this critical continuation of Delaware's ambitious Dual Language Immersion (DLI) Program.

Since 2011, Delaware's K-12 DLI Program includes two languages: Chinese and Spanish, in over 41 schools reaching more than 5,000 students. DLI students aim to take the AP Language and Culture exam at the end of 9th grade; the Bridge Program is designed to 'bridge' the gap between completion of the exam and the start of higher education. It ensures uninterrupted language education and promotes an articulated vision for K-16 language study, establishing a clear K-16 pathway as well as a career pathway in two languages. Delaware's Bridge Program's inaugural year will be 2021, with Delaware State University offering courses in both Spanish and Chinese.

The Bridge Program is a unique partnership between Delaware State University, Delaware Department of Education, and school districts and charter schools with DLI programs. Each Bridge course is developed by a statewide team of university and high school instructors and delivered during a full academic year by high school teachers who meet Delaware State University's eligibility standards. Content courses delivered through the target language will be offered in a hybrid model with collaborative instruction with a college professor. Through challenging and sophisticated approaches to language learning, Bridge courses will focus on developing critical thinking skills and advancing students' language proficiency towards state grade level targets. The courses will further the state goal of graduating students from high school with language proficiency levels more typical of students completing a language major in college.

The Bridge Program meets the need for a secondary pathway for DLI students, but its impact goes beyond this. Enrollment in Bridge courses is open to any student who scores a 3 or higher in the requisite AP Language and Culture (or Literature) exam, thus broadening its reach to heritage speakers and other students who pass the exam at any point prior to their final year of high school. Students who score a 4 or better may enroll directly into the bridge program. Those who score a 3, but who have evidenced an intermediate high proficiency level on the AAPPL assessment and/or have maintained a B average in the target language with recommendation from the AP instructor may also be admitted into the bridge program. The Bridge Program promotes equity and access to bilingual and bicultural citizenship in Delaware by offering rigorous, upper division university language and culture courses, as well as content courses taught through the target language, to any qualified student in designated high schools as determined by each district.

The Bridge Program at Delaware State University is administered by University's Department English and Foreign Languages.

Delaware State University Bridge Program Fidelity Assurances Grades 10-12



Fidelity Assurances for state programming serve to clearly define the core expectations of the program. Delaware's high schools participating in the Bridge Program must adhere to the following assurances to receive financial support and be recognized for DSU credit.

ASSURANCE	EVIDENCE SOURCE
<p>1. Instructor Qualifications</p> <p>UNIVERSITY SUPERVISOR</p> <ul style="list-style-type: none"> DSU supervisor will commit to 10 hours of Bridge Program supervision (0.5 credit hour) per class. <p>HIGH SCHOOL FACULTY</p> <ul style="list-style-type: none"> Before date of hire, submit proof of OPI or language proficiency test score of Advanced-Mid or higher (highly recommended to have current test score within the past 3 years). K-12 Licensure and Certification in World Language DSU pre-service candidates pursuing bilingual teacher and/or world language certification will be available as teaching assistants for high school faculty. The availability of this resource being conditional upon DSU candidate enrollment. 	<ul style="list-style-type: none"> High School faculty provides evidence of OPI score showing Advanced-Mid or higher proficiency prior to date of hire. High School teacher has obtained <ul style="list-style-type: none"> K-12 Licensure Certification in World Language or Bilingual Teacher
<p>2. Target Language Use for Instruction</p> <ul style="list-style-type: none"> Instruction and communication in the classroom is conducted 100% of the time in the target language. When appropriate, communication outside of the classroom and outside of instructional setting is maintained in the target language. 	<ul style="list-style-type: none"> Classroom observation of students and teacher in the target language, conducted by the University supervisor Evidence of 80% of students meeting Delaware's Student Proficiency Targets
<p>3. Target Language Use by Students</p> <ul style="list-style-type: none"> There are clear, enforced, and reinforced expectations that students communicate in the target language in the classroom 100% of the time. 	<ul style="list-style-type: none"> Classroom observation of students and teacher in the target language, conducted by the University supervisor Evidence of 80% of students meeting Delaware's Student Proficiency Targets Evidence of motivational behavior plan that encourages accountability and reinforces target language use expectations

High School Immersion Advisory Committee Recommendations

ASSURANCE	EVIDENCE SOURCE
<p>4. Course Options</p> <ul style="list-style-type: none"> Course options include language course offering that are 300 level or above. (examples include, but are not limited to: SPAN 301; SPAN 305; Span 306; SPAN 334 and the equivalent Chinese offerings). All language courses will award the college equivalent credit hours (3-4 credit hours). Course selection will be negotiated annually with participating districts and charters. <p style="text-align: center;">AND/OR</p> <ul style="list-style-type: none"> District and charters may also select content area courses that will also be developed that are taught in the target language (i.e. Biology in Chinese/Spanish). These courses will be delivered in a hybrid model, with a University instructor assessing content digitally, and a high school instructor providing in person language instruction and support. Content area courses will award college credit up to 6 credit hours per course including 3 credit hours for language credit and 3 credit hours for content area credit. (i.e. Biology in Chinese/Spanish would award 3 credit hours for Biology and 3 credit hours at the 300 or above level for Chinese/Spanish). Each course adheres to the following common framework: Common course title, number, course description and Learning Outcomes, and major assessments. 	<ul style="list-style-type: none"> High school master schedule provides evidence of required course Course syllabus provides evidence of Bridge Program’s pedagogical framework and assessment practices
<p>5. Professional Coordination</p> <ul style="list-style-type: none"> University and high school staff participate in summer planning meeting. University professor and high school teacher jointly develop a year-long check-in schedule (Note: There must be at least one 30-minute phone check-in per marking period). High school teachers are encouraged to observe corresponding UD classes (substitutes may be covered by DOE) 	<ul style="list-style-type: none"> Documented attendance from summer planning meeting Calendar of check-in dates
<p>6. Instruction and Feedback (Program Assessment)</p> <ul style="list-style-type: none"> Instructors conduct frequent (e.g. weekly) formative assessment linked to clear learning goals; instructors submit weekly grades into high school grading system University Supervisor conducts one classroom observation per year 	<ul style="list-style-type: none"> Goals posted weekly in high school grading system All progress grades and final grades submitted according to high school deadlines Final grades are submitted to University Supervisor who will be the “Instructor of Record” at DSU. Same final letter grade will appear on both university and high school transcripts
<p>7. Principal(s), Counselor(s) and District Administrators</p> <ul style="list-style-type: none"> District submits high school location(s) and projected enrollment to DOE and to DSU. All parties meet at DSU during the spring before the start of the program to review the Program Assurances All parties meet at least once a year for “State Bridge Project Advisory Meeting” Parties provide evidence of adherence to Bridge Program Fidelity Assurances 	<ul style="list-style-type: none"> Attendance at State meetings Statistical summaries and projections

Appendix C

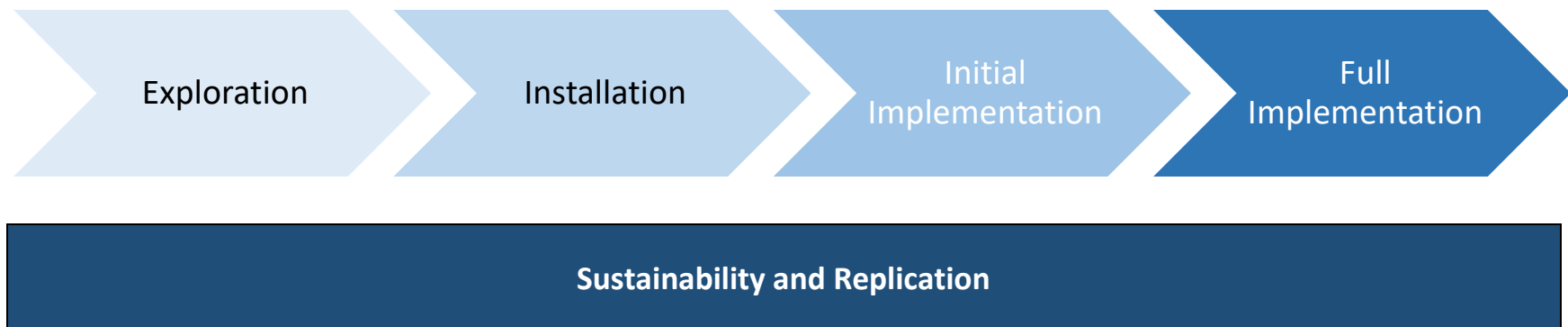
Stages of Implementation for High School Immersion Continuation



Leading Delaware High School Immersion Continuation *Leadership Strategies Aligned with the Stages of Implementation*

“Implementation is a mission-oriented process involving multiple decisions, actions, and corrections” (Fixsen and Blase, 2009, National Implementation Research Network).

Stages of Implementation



High School Immersion Advisory Committee Recommendations

	Time Frame	Questions stakeholders will likely be asking?	General leadership practices that support this stage of implementation	Specific examples of leadership practices that support 9-12 immersion implementation in this stage	DOE Supports during this stage of implementation
IMPLEMENTATION STAGE: EXPLORATION	8-12 months	<p><i>What is immersion?</i></p> <p><i>What is Delaware’s K-12 immersion model?</i></p> <p><i>What is Delaware’s high school immersion continuation model?</i></p> <p><i>Why should children continue immersion in the high school years?</i></p> <p><i>What will the role of a sister-school partnership be?</i></p> <p><i>What is the role of the IHE/CTE partnership?</i></p>	<ul style="list-style-type: none"> • Learn about immersion education • Learn about Delaware’s immersion initiative • Involve district level administration, school board members, principals and teachers in discussion about the immersion initiative • Encourage those who don’t yet know about immersion to talk with others who do • Work with district and school leaders to share information and align resources • Prepare school staff and gather resources to mobilize support and information • Assess challenges to implementation of the high school immersion continuation model • Explore options for establishing a sister-school partnership • Explore options for IHE/CTE partnerships 	<ul style="list-style-type: none"> • Learn about the benefits and impact of immersion education in the high school years • Explore High School Immersion Advisory Committee Recommendations with a designated Leadership Team • Share immersion readings with school and district staff • Attend administrator professional learning • Share your initial thinking about how immersion will benefit teaching and learning in your district/school • Complete the Hexagon Tool to focus preparation efforts • Share with staff information about immersion and the plan for implementing it in the coming years • Work with the Leadership Team to establish common understandings and consistent messaging related to immersion across the school/district and begin to clarify role-specific support structures • Establish a parent immersion network to help with transition 	<ul style="list-style-type: none"> • Immersion Technical Assistance • Description of the Delaware High School Immersion Continuation Model • Relevant research supporting immersion education • Planning documents including “Leadership Strategies Aligned with the Stages of Implementation” and “The Hexagon Tool” • Support in determining LEA middle to high school transition and registration practices • Assistance with Parent informational sessions • Guidance document on sister-school partnerships • Facilitation of visits to and networking with existing Delaware Immersion Schools • Facilitation of collaboration sessions with IHE/CTE partners



High School Immersion Advisory Committee Recommendations

	Time Frame	Questions stakeholders will likely be asking?	General leadership practices that support this stage of implementation	Specific examples of leadership practices that support 9-12 immersion implementation in this stage	DOE Supports during this stage of implementation
IMPLEMENTATION STAGE: INSTALLATION	5-8 months	<p><i>How will high school immersion continuation implementation impact scheduling and student course choices?</i></p> <p><i>How is high school world language credit awarded to K-8 immersion students?</i></p> <p><i>How do children enroll in the high school immersion continuation program?</i></p> <p><i>Can non-immersion heritage language learners or other students with high levels of immersion language ability enroll in the immersion continuation program?</i></p> <p><i>How do we establish a sister-school partnership?</i></p>	<ul style="list-style-type: none"> • Provide clear and accurate information about the immersion initiative, including its purpose and outcomes • Share information in a variety of ways—in writing, verbally and through various media • Meet with individuals, small and large groups to discuss immersion and clarify expectations and outcomes • Ensure that necessary structural supports are in place (resources, schedules, application procedures, etc.) • Leverage the energy of those who are excited by the immersion initiative • Provide encouragement to school leaders and teachers as they develop structures in their school • Leverage experience and abilities of current AP teachers to support the program 	<ul style="list-style-type: none"> • Clarify and communicate a vision of how high school immersion will fit into the current mission and vision of the school/district • Develop policy for awarding high school world language to K-8 immersion learners based upon demonstrated proficiency • Identify and meet with district/school leaders to outline expectations for their roles in implementing immersion • Continue to have staff and school leaders read about and discuss immersion education • Meet regularly with school leadership and the Leadership Team to identify teacher supports • Ensure resources are identified and available to teachers and school administrators • Informally check-in with staff to determine initial understanding of immersion and how it will work in the school and district. Clarify based on feedback. • Ensure that immersion teachers and principals participate in state-led professional learning • Identify sister-school partner 	<ul style="list-style-type: none"> • Immersion Technical Assistance • Assistance with Parent informational sessions • Assistance with Staff informational sessions • Sample enrollment and policy documents, school schedules, and other structural support documents from existing immersion programs • Teacher recruitment resources • High School Immersion Continuation teacher professional learning including summer AP World Language Institute • LEA Administrator professional learning • Immersion language arts curriculum resources • Guidance document on sister-school partnerships

High School Immersion Advisory Committee Recommendations

	Time Frame	Questions stakeholders will likely be asking?	General leadership practices that support this stage of implementation	Specific examples of leadership practices that support 9-12 immersion implementation in this stage	DOE Supports during this stage of implementation
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">IMPLEMENTATION STAGE: INITIAL IMPLEMENTATION</p>	18-24 months	<p><i>What should immersion really look like in the high school classrooms?</i></p> <p><i>Is immersion being implemented with fidelity to program assurances?</i></p> <p><i>How should an AP course be adapted to meet the needs of 9th grade immersion learners?</i></p> <p><i>How are we capitalizing on our sister-school partnership?</i></p> <p><i>How are we implementing our Bridge partnership?</i></p>	<ul style="list-style-type: none"> • Clarify expectations for the immersion model and what it should look like in the classroom • Help staff see how the immersion initiative is aligned, and will support other current initiatives • Provide answers about specific “how-to” questions related to the implementation of AP and Bridge programming in your school • Provide opportunities for teachers and leaders to meet with others who are doing this same work • Invite those excited about the initiative to learn more • Meet with individuals who are not “on board” to understand and respond to concerns • Explore ways to provide differentiated support for both immersion and non-immersion teachers in a building 	<ul style="list-style-type: none"> • Leverage DOE staff to assist your Implementation Team in monitoring implementation • Continue to check-in with staff who are taking on immersion responsibilities • Meet monthly with the Implementation Team to discuss progress and address staff needs • Visit classrooms where immersion is being implemented • Discuss how immersion-related credentials, such as the Certificate of Multiliteracy, will benefit students in the program • Offer staff opportunities to participate in state and national conferences and meetings related to immersion • Encourage peer observation of immersion practices • Conduct walkthroughs to document immersion classroom best practices • Celebrate staff and students as they excel in immersion • Ensure activities are taking place with the sister school • Monitor student AP performance data 	<ul style="list-style-type: none"> • Curriculum-related resources provided to district in the immersion language • Immersion Technical Assistance • Continued LEA Administrator professional development • Immersion Teacher professional development • Guidance on policy implementation • Facilitation of school-to-school visits for immersion teachers

High School Immersion Advisory Committee Recommendations

	Time Frame	Questions stakeholders will likely be asking?	General leadership practices that support this stage of implementation	Specific examples of leadership practices that support 9-12 immersion implementation in this stage	DOE Supports during this stage of implementation
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">IMPLEMENTATION STAGE: FULL IMPLEMENTATION</p>	11 th grade and beyond	<p><i>Have we fully integrated immersion into our normal practice?</i></p> <p><i>How is our district and/or school culture changing as a result of immersion?</i></p> <p><i>How is our IHE/CTE partnership advancing student college and career readiness?</i></p> <p><i>What impact does our sister-school partnership and capstone experience have on student engagement in immersion?</i></p>	<ul style="list-style-type: none"> Clarify expectations for the immersion model and the role it plays throughout the school and district Provide opportunities to bring stakeholders together to talk about how they are measuring the impact of the immersion initiative Find opportunities for stakeholders to share their new knowledge and skills in new ways Use state and district experts to provide guidance to those who are still developing practice Bring stakeholders together from inside and outside the school who are interested in working together to enhance the practice Revise district and school policy documents to reflect changing practices 	<ul style="list-style-type: none"> Establish times and structures for peers to visit each other's classrooms or schools to share best practices Establish internal networks where peers who have developed strong practices can work with those who practices are emerging Find multiple opportunities for AP and Bridge teachers to share their learning Conduct walkthroughs to document overall adoption of the immersion model and philosophy Continue to align the immersion program with district and school plans in professional learning, data use and school improvement Evaluate impact of IHE/CTE activities Evaluate impact of sister-school activities including capstone experience Refine sister-school interactions and practices to maximize impact 	<ul style="list-style-type: none"> Immersion Technical Assistance Guidance with policy revision and refinement Continued LEA Administrator professional learning Continued AP and Bridge teacher professional learning Facilitation of school-to-school visits for immersion teachers

This four-stage process is informed by the work of the National Implementation Research Network 2005 Publication, *Implementation Research, A Synthesis of the Literature*.

Appendix D

**High School Dual Language Immersion Implementation
Advisory Committee Meeting Agendas**

High School Dual Language Immersion Implementation Advisory Committee

Meeting #1
Monday, March 11, 2019
9:00 am-12:00 pm
Dover, DE
AGENDA

9:00-9:20	Welcome and Introductions	<i>Gregory Fulkerson, Director, Language Acquisition</i>
9:20-9:35	High School Immersion Implementation Advisory Committee Goals, Expectations and Timeline	
9:35-9:45	Setting Committee Norms and Protocols	
9:45-10:15	Overview of the Governor’s World Language Expansion Initiative	
10:15-10:30	Connecting with Delaware’s K-8 Immersion Sequence	<i>Lynn Fulton-Archer, Education Specialist, Dual Language Immersion</i>
10:30-10:40	Break	
10:40-11:05	Brainstorming —Additional Options and Potential Challenges	<i>Gregory Fulkerson</i>
11:05-11:20	Categorizing —Buckets of Considerations	<i>Lynn Fulton-Archer</i>
11:20-11:50	Synthesizing —Focus for Reflection	
11:50-12:00	Closing and Next Steps for April’s Meeting Monday, April 15, 9 am-12 pm, Dover	<i>Gregory Fulkerson</i>

High School Dual Language Immersion Implementation Advisory Committee

Meeting #2
Monday, April 15, 2019
9:00 am-12:00 pm
Dover, DE
AGENDA

9:00-9:20	Welcome, Introductions and Recap of the March Meeting	<i>Gregory Fulkerson, Director, Language Acquisition</i>
9:20-9:45	The High School Immersion Continuation Model— <i>A Deeper Dive into the Bridge Proposal</i>	<i>Gregory Fulkerson Tracy Quan, University of Delaware</i>
9:45-10:30	Additional Model Considerations <ul style="list-style-type: none">• Online Course Options• Content-Based Courses• “Non-Academic” Career Pathway Options	<i>Tracy Quan Brody Bluemel, Delaware State University Luke Rhine, Director, CTE</i>
10:30-10:45	Discussion and Reflection	
10:45-10:55	Break	
10:55-11:25	Focusing on Solutions—Group Round I	<i>Gregory Fulkerson</i>
11:25-11:45	Focusing on Solutions—Group Round II	
11:45-11:55	Synthesizing—Focus for Reflection	<i>Lynn Fulton-Archer</i>
11:55-12:00	Closing and Next Steps for May’s Meeting Monday, May 13, 9 am-12 pm, Dover	<i>Gregory Fulkerson</i>

High School Dual Language Immersion Implementation Advisory Committee

Meeting #3 Monday, May 13, 2019 9:00 am-12:00 pm Dover, DE AGENDA

9:00-9:20	Welcome, Introductions and Recap of the April Meeting	<i>Gregory Fulkerson, Director, Language Acquisition</i>
9:20-9:45	Focusing on Solutions—Tabs III and IV	
9:45-10:25	Additional Considerations—A Deeper Dive <ul style="list-style-type: none">• Fee Structures• University Credit Options• Content Creation• Career Pathway Supports	<i>Tracy Quan, UD Brody Bluemel, DSU Luke Rhine, DOE</i>
10:25-10:45	Reflection and Impact	
10:45-10:55	Break	
10:55-11:50	Synthesizing—Moving Toward Recommendations	<i>Lynn Fulton-Archer</i>
11:50-12:00	Closing and Next Steps for June’s Meeting Monday, June 17, 1-4 pm, Dover	<i>Gregory Fulkerson</i>

**High School Dual Language Immersion Implementation
Advisory Committee**

**Meeting #4
Monday, June 17, 2019
1:00-4:00 pm
Dover, DE
AGENDA**

1:00-1:15	Welcome, Introductions and Recap of the May Meeting	<i>Gregory Fulkerson, Director, Language Acquisition</i>
1:15-1:45	Reviewing Draft Recommendations	
1:45-2:45	Revision for Concision Pair Work and Whole-Group Sharing	<i>Lynn Fulton, Dual Language Immersion Specialist</i>
2:45-3:00	Break	
3:00-3:50	Contextualizing the Recommendations	<i>Lynn Fulton</i>
3:50-4:00	Closing and Next Steps	<i>Gregory Fulkerson</i>