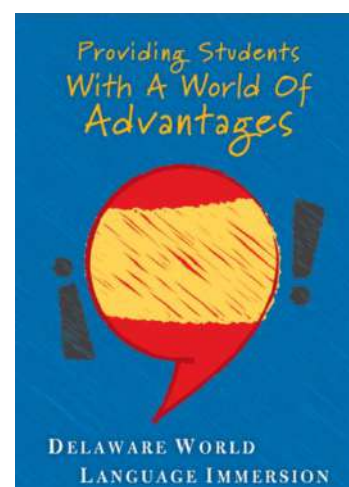
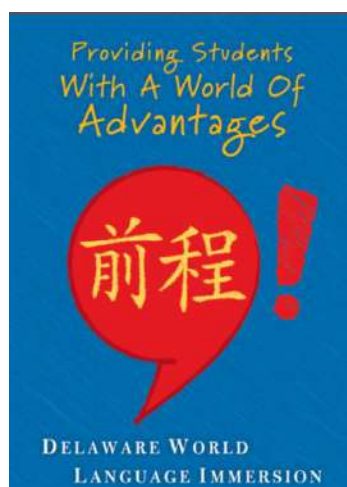


# Governor's World Language Expansion Initiative: Preparing a Globally Competitive Delaware Workforce DISTRICT APPLICATIONS (COHORT THREE—DUE 11/01/13)

## APPLICATION INSTRUCTIONS FOR DELAWARE SCHOOL DISTRICTS AND CHARTER SCHOOLS TO ESTABLISH COMPREHENSIVE K-12 WORLD LANGUAGE LEARNING PATHWAYS BEGINNING WITH ELEMENTARY SCHOOL IMMERSION PROGRAMS



## INITIATIVE OVERVIEW

World language capacity is crucial to Delaware in order for the state to maintain and strengthen its domestic economy. Governor Markell has spoken publicly about the importance of young Delawareans learning a world language, saying that Delaware graduates who enter the job market without the ability to speak a world language other than English are at a significant disadvantage.

Currently, most students in Delaware public schools do not begin learning another language until they reach high school. A few students have the opportunity to begin in middle school, while an even fewer have a language learning experience of any kind in elementary school. Compared to their Asian and European peers who begin learning additional languages as early as five years old, Delaware students lag behind considerably.

The *Governor's World Language Expansion Initiative* addresses these issues by proposing an aggressive world language education plan that prepares generations of Delaware students with language skills to compete in an ever-changing global economy at home and around the world. In essence, 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 21<sup>st</sup> century.

## GOALS

The Governor's aggressive and innovative world language education plan prepares Delaware's current and future students to communicate effectively with the rest of the world to ensure our state's position as an economic leader. Delaware students will exit their K-12 experience with high levels of language proficiency in a recognized critical needs language. World language study begins in elementary language immersion programs and continues through to college-level course work while still in high school. Students learn strategic languages that give them an academic edge.

By 2020,

- (1) At least 20 elementary schools (20% of Delaware's elementary schools) will have an immersion program in either Mandarin Chinese or Spanish.
- (2) At least 12 middle schools (33% of Delaware's middle schools) will offer two or more world languages that articulate with the district's elementary immersion program and the feeder high schools. These languages must provide students with language skills to be competitive in the global marketplace. See [Bloomberg's](#) list of most important languages for commerce.

As of the 2013-14 school year, eleven elementary schools have established immersion programs in either Mandarin Chinese or Spanish as part of the initiative, and nine middle schools have added or expanded language offerings as well. These include schools in the following districts: Caesar Rodney, Capital, Christina, Indian River, Red Clay, and Seaford.

Delaware students will begin their study of either Mandarin Chinese or Spanish in an elementary immersion program in kindergarten and continue language study into middle school and on through high school. These students will be prepared to enroll in an Advanced Placement course in their immersion language during the ninth grade and will be encouraged to begin study of an additional world language that could also culminate in additional Advanced Placement credit by graduation. Delaware students may also be able to participate in dual-credit options with Delaware institutions of higher education to further their language abilities and enter college with a number of world language credits that could easily count toward a minor or major in the language. A robust world language performance-based assessment system is at the core of this aggressive plan. This system will assess program effectiveness and monitor the progress of student language growth against established proficiency targets. This also ensures students exit their K-12 experience with the needed advanced-level language skills.

Achieving these goals requires a shared recognition of Delaware's place in the world and the world's place in Delaware. As Delaware strives to redesign world language learning for all students, it is imperative that all citizens understand that learning another language is a crucial skill that gives Delaware an economic advantage in the global marketplace.

Implementation of a world-class, high-proficiency-oriented, world language program for Delaware students requires strategic coordination by Delaware’s state and local educational leadership. The Governor’s Office, the Delaware Department of Education, and Delaware’s school districts will work cooperatively to ensure an effectively designed and implemented system of K-12 world language learning experiences that will prepare and serve the current and future generations of professionals in Delaware. **This world-class system is defined by a clearly articulated, sustainable, long sequence of language study that begins with elementary immersion programs and continues through middle and high school to assure students graduate with advanced levels of language skills.** Delaware districts are the leading force in creating substantial and meaningful systems for world language learning. Significant change cannot be realized by a school-by-school approach.

Delaware’s success as an economic leader depends on the keen ability of Delaware’s education system to redesign world language learning for all students and for every citizen to realize that proficiency in another language is a crucial skill that gives Delaware an economic advantage in the global marketplace.

## OVERARCHING STRUCTURES

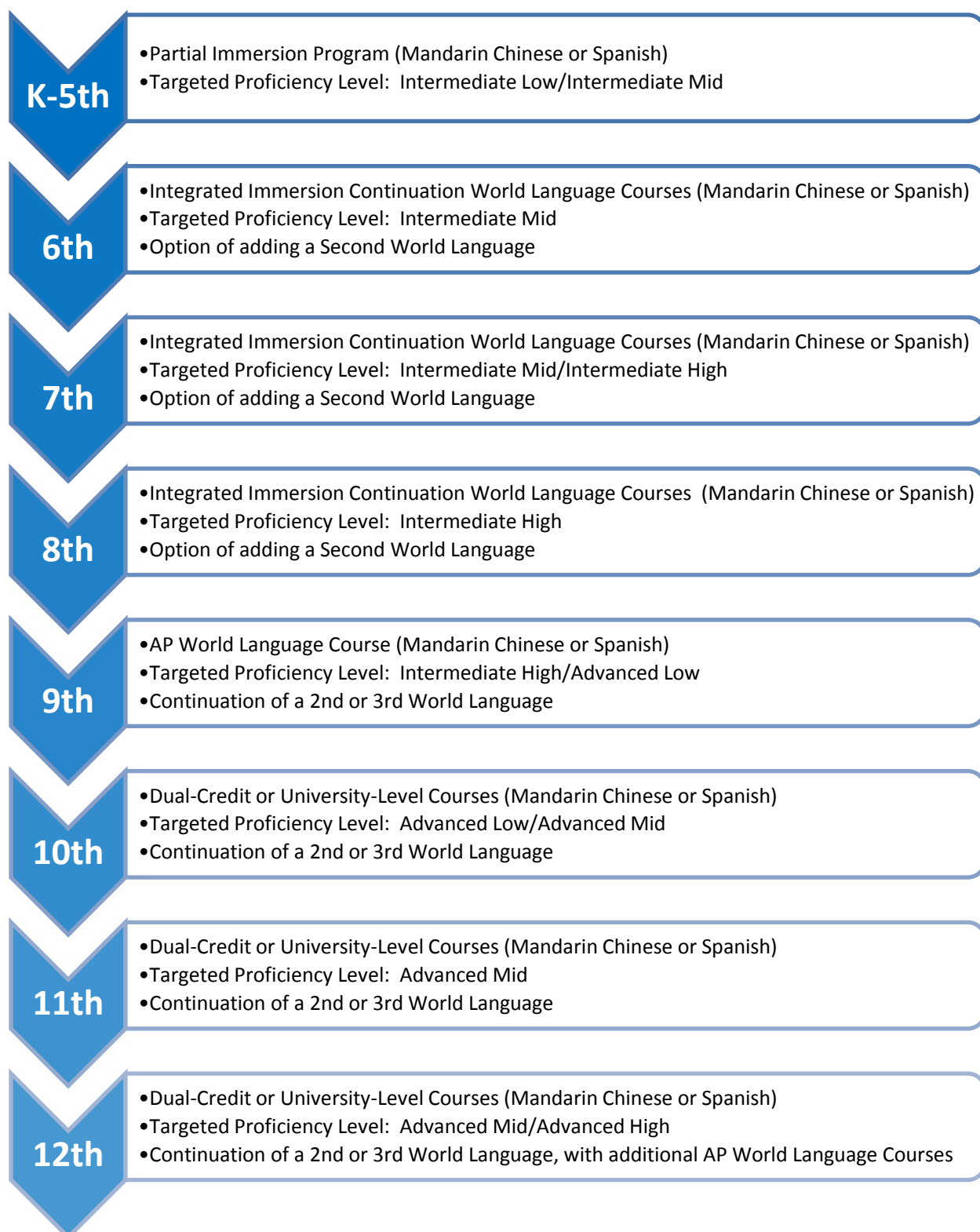
The goals of the Governor’s World Language Expansion Initiative capitalize on the following structures:

- Articulate a K-16 system. Working with Delaware’s institutions of higher education will ensure longer, more sustained sequences of language learning that will ultimately produce professional-level speakers of languages critical to economic competitiveness. A plan to work with Delaware institutions of higher education is included in this action plan and proposal.
- Begin language learning in an immersion program starting in kindergarten.
- Engage in collaborative learning projects with peers in partner schools in target-language countries.
- Continue immersion experiences of content and language integration in the middle school years via innovative technology-driven approaches.
- Provide opportunities for a student to learn an additional world language in the middle school years
- Provide World Language AP Exams in 9<sup>th</sup> Grade.
- Provide opportunities to learn a 3<sup>rd</sup> language beginning in middle school or high school with the ability to take an additional World Language AP Exam as a senior.
- Provide a capstone experience by working in a Dual-Credit Environment with Delaware Institutions of Higher Education to further language abilities and study-abroad options.



## Overview of the Delaware World Language Expansion Initiative

### K-12 Articulation



## DELAWARE ELEMENTARY WORLD LANGUAGE IMMERSION MODEL

An immersion program is an education program where there is a distinctive 50/50 curriculum in English and an identified second language that integrates academic content and is aligned to the Common Core State Standards for English Language Arts and Mathematics and the Delaware Recommended Curriculum for all other content areas. The Delaware immersion model calls for a student to spend 50% or more of his or her day learning in the target language and the rest of the day learning in English.

From kindergarten to the fifth grade, students benefit from the instruction of two highly-qualified classroom teachers per grade level. One teacher helps students learn grade-level content in either Chinese or Spanish for half of the school day while students spend the other half of the school day with their English-speaking teacher. To ensure that the students understand the core content subjects, a strong collaborative effort exists between the two teachers to reinforce the students' learning. In grades K-3, mathematics, science, target-language arts and some social studies will be taught in the target-language. English language arts, some social studies, and content-reinforcement in other areas will be the focus of the English portion of the day.

Although the amount of time spent in each language classroom doesn't change, the curriculum model shifts when students enter grades 4 through 5 as a greater sharing of content area responsibility is developed between the two teachers. For example, some areas of math and science will shift to the English portion of the day with an increased concentration on target-language literacy during the Chinese or Spanish portion of the day to increase student proficiency. In grades 4-5, a greater focus will be placed on social studies in the target language portion of the day. This will ensure a smooth transition into a social-studies-focused middle school hybrid immersion program.

Students entering immersion programs in kindergarten will become part of an immersion strand of study that culminates in Advanced Placement Chinese or Spanish during the 9<sup>th</sup> grade and college-level coursework from grades ten to twelve as they work to achieve advanced level proficiency upon graduation from high school. It is anticipated that many students who continue with Chinese or Spanish courses through high school will also graduate with significant progress toward an undergraduate minor in Chinese or Spanish at Delaware institutions of higher education.

## DELAWARE MIDDLE SCHOOL WORLD LANGUAGE IMMERSION MODEL

Currently, very few Delaware middle schools offer a world language at all. It is the intent of this initiative to foster a culture and structure for learning languages during the middle years that will articulate with the elementary school immersion programs and transition students into advanced-level language study in the high schools. During the six years in which the elementary immersion program is being implemented, districts participate in an online middle school language program to expand opportunities for language learning to middle school students. This model is a hybrid approach to language learning that successfully integrates a once a week face-to-face lesson with a live teacher and online learning experiences that simulate an immersion approach to instruction. This model allows middle school students the choice of learning Chinese, French, or Spanish while still providing the

teacher interaction they need to develop interpersonal communication skills. T100 bandwidth is very strongly recommended.

Once elementary immersion students reach the middle school, it is expected that they will have access to a least two courses offered in their immersion language each year of middle school. It is expected that districts will offer non-immersion students rigorous language courses will continue through high school and lead them to high levels of proficiency as well.

## DISTRICT COMMITMENT

Districts that choose to participate in the Delaware World Language Immersion Program must commit to the long-term success of the program. These expectations are the foundation for successful program implementation and growth, and each participating district must commit to holding to the following expectations:

- The immersion teacher will use only the immersion language for communication with and in the presence of children enrolled in the immersion program.
- Students will use the immersion language for all interactions during the immersion portion of the day beginning in January of their kindergarten year.
- Administrators will be actively involved in IPAC, the Immersion Principals Advisory Council, and participate in quarterly professional development sessions and periodic conference calls specific to their needs as administrators.
- Teachers will participate in immersion-specific professional development sessions throughout the year including full week attendance at ADII, Annual Delaware Immersion Institute, held before the start of the school year and participation in Proficiency Development and Assessment sessions as well as Immersion Strategies workshops and webinars during the school year.
- Curriculum will be created and modified in the target language to best meet the needs of immersion learners, with adjustments made to pacing when necessary to ensure the optimal learning environment for students.
- The district will submit quarterly budget sheets to show how the resource allocation is being used to support immersion instruction. This information will be included as part of the quarterly OMB reports on the Immersion Initiative.
- The district will support the success of the middle school immersion program by scheduling the course into their school day as an academic course, with the expectation that students who successfully complete the course will receive credit and/or placement into level two at the high school.

## STATE COMMITMENT

District Applications must provide a clearly articulated, sustainable, 12-year sequence of language study that begins with elementary immersion programs and continues through middle and high school to assure students graduate with advanced levels of language skills.

The Governor's World Language Expansion Initiative will provide funding and support for a cohort of **up to five** programs to begin in the school year of 2014-2015 and continue until the students who begin in immersion finish their K-12 learning experience.

Elementary School (K-5)	Middle School (6-8)	High School (9-12)
<ul style="list-style-type: none"> <li>• Year 1—Start-Up Resources (\$10,000 per program)</li> <li>• Years 2-6—Grade-level Implementation Resources as the program adds an immersion grade each year (\$10,000 per program/year)</li> <li>• State-level Immersion Specialists to help with curriculum, instruction and professional development needs</li> <li>• Study Mission for School Administrators</li> <li>• Administrator Professional Development and Support</li> <li>• Parent/Student/Community Outreach Support</li> <li>• Teacher Recruitment and Retention Support (up to \$10,000 per program/year)</li> <li>• Formative language proficiency assessments</li> <li>• Partner school in target-language country</li> <li>• Outside Program Reporting</li> <li>• State recognition of program including Delaware World Language Immersion banner</li> <li>• Student recognition ceremony and awards</li> </ul>	<ul style="list-style-type: none"> <li>• Years 1-6—Implementation Resources (\$10,000 per program/year)</li> <li>• Year 1—7<sup>th</sup> grade online language program (up to two language options) for up to 50 students/program)</li> <li>• Years 2-6—7<sup>th</sup> and 8<sup>th</sup> grade online language program (up to two languages) for up to 100 students</li> <li>• Year 7—6<sup>th</sup> Grade Immersion Program Begins; additional language option for immersion students (50 students)</li> <li>• Year 8—7<sup>th</sup> Grade Immersion Program Begins; additional language option for immersion students (100 students)</li> <li>• Year 9—8<sup>th</sup> Grade Immersion Program Begins ; additional language option for immersion students (150 students)</li> <li>• Professional development for middle school educators</li> <li>• Administrator Professional Development and Support</li> <li>• State-level Immersion Specialists to help with curriculum, instruction and professional development needs (beginning in year 6)</li> </ul>	<ul style="list-style-type: none"> <li>• Year 9—Professional development for staff to teach AP Spanish or Chinese</li> <li>• Year 10—Dual-credit enrollment support for promising students</li> <li>• Professional development for high school educators</li> <li>• Formative language proficiency assessments</li> <li>• State recognition of program including Delaware World Language Immersion banner</li> <li>• Student recognition ceremony and awards</li> </ul>

	<ul style="list-style-type: none"> <li>• Formative language proficiency assessments</li> <li>• 8<sup>th</sup> grade summative proficiency assessments</li> <li>• State recognition of program including Delaware World Language Immersion banner</li> <li>• Student recognition ceremony and awards</li> </ul>	
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## FINDING QUALIFIED TEACHERS

Although it will be a challenge to recruit and retain highly-qualified bilingual elementary certified teachers, Delaware is well positioned to do so because of its collaborations with Delaware universities and international educational agencies:

- robust Memoranda of Understanding with China and Spain to bring certified elementary and middle school teachers to Delaware
- University of Delaware Alternative Routes to Certification Pipeline
- other alternative routes to certification (Teach for America; Delaware Teaching Fellows)

Teachers hired to teach the target-language in the immersion programs must hold or be eligible for the following: a Delaware Teaching License, a certificate in either Early Childhood Education (K-2) OR Elementary Education (K-6) AND a certificate in World Language (K-12). Given the proficiency goals of the overall initiative, all target-language teachers should possess Advanced-Mid proficiency in the language of instruction based on the ACTFL Oral Proficiency scale.

If requested, the State will assist participating schools in locating the teachers they need for their immersion or middle school hybrid projects. Districts may take full advantage of the DDOE's Memoranda of Understanding to find the qualified teachers they need. Funding to assist districts in recruiting, hiring and retaining bilingual staff is included in the Governor's World Language Expansion Initiative.

## BENEFITS OF IMMERSION

There is no other type of instruction, short of living in a second-language environment, that is as successful as a partial immersion program to help students attain high levels of second language proficiency and well-developed cultural skills. The cognitive, socio-cultural, and economic benefits are many. Young children especially thrive in this type of instructional environment. Economically, the partial immersion model is also the least expensive and most sustainable way to deliver second language instruction. The reason is simple: partial immersion teachers are hired by schools as regular elementary teachers who also happen to speak and teach the target language, and at no additional personnel cost to the school. They are permanent and critical members of the school's faculty, just like



their English-speaking partner teachers. Together, this powerful team offers a high quality education to Chinese or Spanish dual immersion students. [Global Citizenship Video](#)

### **Second Language Communication Skills**

By enrolling in a partial or dual-language immersion program, students achieve high proficiency in the immersion language. Partial immersion students are on a pathway to read, write, speak and listen in Chinese or Spanish at a high intermediate proficiency level by the start of the ninth grade when they enroll in Advanced Placement Chinese or Spanish. As students continue to study in high school, they can achieve advanced language proficiency skills and possibly earn credit towards a Chinese or Spanish minor at Delaware institutions of higher education.

### **Improved Performance on Standardized Tests**

Immersion students perform as well as or better than non-immersion students on standardized tests of English and math that are all **administered in English**. In Utah, a state with an equally aggressive elementary immersion initiative, year-end tests given to their students to judge performance in English language skills, and quarterly tests given in math have shown that students in their partial immersion programs regularly test at least as well as or better than their non-immersion peer students. It is remarkable to see how well the students can understand core content instruction delivered in Chinese and Spanish, and the proof is in their standardized scores. [Chinese Math Video](#)

### **Enhanced Cognitive Skills**

Immersion students typically develop greater cognitive flexibility, demonstrating increased attention control, better memory, and superior problem solving skills as well as an enhanced understanding of their primary language. Current research shows that being bilingual boosts brainpower. [Cognitive Video](#)

### **Increased Cultural Sensitivity**

Immersion students are more aware of and show more positive attitudes towards other cultures and an appreciation of other people. A survey of top international business executives done by the Center for Applied Second Language Studies at the University of Oregon in 2007 showed that multinational businesses are looking for potential high-level employees with cultural sensitivities and the skill to perform in a foreign environment. “What really counts for multinational businesses is employees’ ability to effectively communicate in a variety of cultures and contexts. Bilingual employees are valuable, not only for their language skills, but also for their ability to interact effectively with people around the world in either their first or second language.”

### **Long Term Benefits**

Immersion students are better prepared for the global community and job markets where a second language is an asset. China has both the world’s quickest growing economy and the largest population. More people speak Mandarin Chinese than any other language on the earth. It is difficult to see an American future isolated from Chinese influence. Spanish is the United States’ second most spoken language and with it brings opportunity to communicate with an ever growing population and market share. [Speaking in Tongues Video](#)

## APPLICATION PROCESS

Interested districts must develop a world language plan by responding to a series of guiding questions. The plan should include the following:

- (1) A cover sheet with the following information: title of proposal with the language selected, name of requesting district, participating schools, plan supervisor(s), contact information and date.
- (2) A description the current landscape of world language learning in your district.
- (3) An explanation of how the goals of the Governor's World Language Expansion Initiative impact the goals, objectives and activities your district has outlined in its Educational Success Plan. Describe the administrative commitment at both the district and school levels to supporting the immersion program. Explain how the immersion target language was selected and why other languages will be promoted at the middle and high school levels.
- (4) A narrative that addresses the critical questions outlined below for language learning at elementary, middle and high school that will ensure that the students exit their K-12 learning experience with language skills that will make them **globally competitive in the workforce**.
- (5) A timeline of what an aggressive 12-year world language plan that meets the minimum requirements below would look like in your district.
- (6) Anticipated budgets for the \$10,000 resource allocations for elementary and middle school.

### Elementary School Immersion Program

- Identify one or more schools who wish to participate.
- Identify how many Kindergarten classrooms will be involved in each school in Year 1. [A minimum of two classrooms must be proposed to allow for the two-teacher model]
- State the targeted number of students to be involved in each school's program.
- Identify the preferred language: Mandarin Chinese or Spanish for each school.
- State whether you would like to take advantage of the DDOE's MOUs with partnering countries to find qualified teachers or if you have your own pool of candidates.
- Describe what the immersion program would look like in terms of the daily schedule, yearly implementation of additional grades, before and after-school activities, etc.
- Describe how you would attract students and parents and involve them in advocating for the importance of immersion education.
- Describe your enrollment procedures.

### Middle School Program

- Identify one middle school that wishes to participate.
- Identify how many students in 7<sup>th</sup> grade would benefit in Year 1 and how many 7<sup>th</sup> and 8<sup>th</sup> in Years 2-5.
- Identify which language(s) you wish to offer and the rationale for your choice(s). [Choices: Chinese, French, Spanish—Rank your preferences and address how your choices reflect the Bloomberg Rankings of the Languages of Business in Appendix A, linked on page 2]

- Describe what the online language learning opportunities would look like in the middle school (number of minutes/week and frequency) based on the school's current configuration.
- Describe the technology supports your district will put in place to ensure that the online courses are successfully implemented. T100 bandwidth is recommended.
- Describe how students will be selected to participate in the online language learning programs.
- Describe your district's policy for awarding high school credit for high-school equivalent courses taken in the middle school.
- Describe how the immersion students who enter the sixth grade in Year 7 will be able to participate in the online hybrid language/content course in the immersion language and begin to study a second language if they choose.
- Describe how the 8<sup>th</sup> grade nationally recognized assessment of student proficiency would be used for awarding high school credit or placement purposes in your district.
- Describe strategies for increasing parental involvement at the secondary level in students' world language learning. Describe how you will engage parents in understanding the importance of learning additional world languages beyond the one started in the elementary immersion program.

#### **High School Program**

- Identify at least one high school in your district willing to provide advanced-level language courses for the immersion students.
- Describe the school's ability to offer either AP Spanish or Mandarin Chinese in the 9<sup>th</sup> grade for the immersion students in Year 10.
- Describe how this school's language offerings will allow immersion students to continue the study of the second language chosen in middle school or provide them with new opportunities for other languages. Will AP courses in those languages be available as well?
- Describe policies that are in place that would allow and encourage students to enroll in dual-credit or dual-enrollment world language courses with local universities.
- Describe any study-abroad opportunities the school will promote with partner schools or other institutions.

#### **Due Date**

Applications must not exceed 15 pages and are due by **noon (12 pm) on Friday, November 1, 2013**. All applications must be submitted electronically to Lynn Fulton-Archer, Education Specialist for World Language Immersion at [lynn.fulton@doe.k12.de.us](mailto:lynn.fulton@doe.k12.de.us).

#### **Award Notification**

All applicants will be notified of their acceptance status by **Friday, November 8**. Each winning school district or charter school will be required to report annually to the Delaware Department of Education regarding the progress in reaching the objectives and targets described in their proposal. An external report will also be conducted by the DDOE. Further information regarding reporting requirements will be forthcoming.