## Welcome and Introductions

- Appoquinimink School District
- Brandywine School District
- Caesar Rodney School District
- Cape Henlopen School District
- Capital School District
- Christina School District
- Colonial School District
- Delaware DOE
- Delaware Military Academy
- Delmar School District
- Milford School District
- New Castle County Votech School District
- Red Clay Consolidated School District
- Sussex Technical School District
PART I

- Governor’s World Language Expansion Initiative Update
- ACTFL Alignment with the Common Core State Standards
- National Security Language Initiative for Youth (NSLI-Y)
- World Language Classroom Introduction PowerPoint and Materials
- DPAS II Component 5 World Language Student Growth Measures Update
- Red Clay’s Development of Alternative Ways to Demonstrate Proficiency
Governor’s World Language Expansion Initiative Update

- 4 Programs in Cohort 1
  - Caesar Rodney—2 Chinese Programs
  - Indian River—1 Spanish Program
  - Red Clay—1 Spanish Program
- Three Statewide Positions
- Promotional Materials
Delaware World Language Immersion

Chinese Immersion Program

Spanish Immersion Program
Governor’s World Language Expansion Initiative

K/1-5th
- Partial Immersion Program (Mandarin Chinese or Spanish)
- Targeted Proficiency Level: Novice High/Intermediate Low

6th
- Integrated Immersion World Language Level 2 (Mandarin Chinese or Spanish)
- Targeted Proficiency Level: Intermediate Low
- Offering a Second World Language

7th
- Integrated Immersion World Language Level 3 (Mandarin Chinese or Spanish)
- Targeted Proficiency Level: Intermediate Mid
- Offering a Second World Language

8th
- Integrated Immersion World Language Level 4 (Mandarin Chinese or Spanish)
- Targeted Proficiency Level: Intermediate Mid/Intermediate High
- Offering a Second World Language

9th
- AP World Language Course (Mandarin Chinese or Spanish)
- Targeted Proficiency Level: Intermediate High/Advanced-Low
- Continuation of a 2nd or 3rd World Language

10th
- Dual-Credit or University-Level Courses (Mandarin Chinese or Spanish)
- Targeted Proficiency Level: Advanced Low
- Continuation of a 2nd or 3rd World Language

11th
- Dual-Credit or University-Level Courses (Mandarin Chinese or Spanish)
- Targeted Proficiency Level: Advanced Mid
- Continuation of a 2nd or 3rd World Language

12th
- Dual-Credit or University-Level Courses (Mandarin Chinese or Spanish)
- Targeted Proficiency Level: Advanced Mid/Advanced High
- Continuation of a 2nd or 3rd World Language, with additional AP World Language Courses
Cohort 2

- **September 10**—Cohort 2 Application Released
- **October 26**—Cohort 2 Application Due
- **December 2-5**—Cohort 2 Mission Study to Utah
- **August/September 2012**—Cohort 2 Kindergarten Immersion Implementation
WL Alignment with CCSS

- ACTFL’s Crosswalk Document
- Talking Points
NSLI-Y

- National Security Language Initiative for Youth
- www.NSLIforYouth.org
World Language
Introduction Resources

- Delaware World Language PowerPoint
DPAS II Component 5
Student Growth Measures

- Cohort 1 Priority with ELA, mathematics, science and social studies—ROUND TWO
  - June 18 and 19; August 1, 2 and 3
DPAS II Component 5 Update

- Cohort 1 Priority with ELA, mathematics, science and social studies—ROUND TWO
  Development of Student Growth Measures
  - June 18 and 19; August 1, 2 and 3
DPAS II—Teacher Evaluation

- 5 Components
  - 1—Planning and Preparation (*1e: Designing Student Assessments*)
  - 2—Classroom Environment
  - 3—Instruction (*3e: Using Assessment in Instruction*)
  - 4—Professional Responsibilities
  - 5—Student Growth
    - 2011-2012: Teacher’s students collectively demonstrate appropriate levels of Student Growth as benchmarked against standards to be set by the Secretary based on input from stakeholder groups.
## Performance Levels

<table>
<thead>
<tr>
<th>Before</th>
<th>2011-2012</th>
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<tbody>
<tr>
<td><strong>Three Levels</strong></td>
<td><strong>Four Levels</strong></td>
</tr>
<tr>
<td>• Effective</td>
<td>• Highly Effective</td>
</tr>
<tr>
<td>Satisfactory on 4 of 5 Components</td>
<td>Satisfactory in 3-4 Components (I-IV) Exceeds on Component V</td>
</tr>
<tr>
<td>• Needs Improvement</td>
<td>• Effective</td>
</tr>
<tr>
<td>Satisfactory on 3 of 5 Components</td>
<td>Satisfactory on at least 3 Components Satisfactory Student Growth</td>
</tr>
<tr>
<td>• Ineffective</td>
<td>• Needs Improvement</td>
</tr>
<tr>
<td>2 or fewer Satisfactory Ratings</td>
<td>Satisfactory in 1 or 2 Components including Student Growth OR Satisfactory on 3 or 4 Components with Unsatisfactory Student Growth</td>
</tr>
<tr>
<td></td>
<td>• Ineffective</td>
</tr>
<tr>
<td></td>
<td>2 or Fewer Satisfactory Ratings with Unsatisfactory Student Growth</td>
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DPAS II Component 5

- Non-DCAS Educators in Graded Subjects
  - 50% Content-Specific Pre/Post Assessment Measures
  - 50% Common Growth Goals
DPAS II Component 5

- Two Parts:
  - Part 1: Common Growth Measures
    - The purpose of the World Language growth goals is to provide an evaluation tool that measures teacher contributions toward improving student world language learning in order to assess teacher effectiveness by student growth. The growth goals are based on the Delaware Recommended Curriculum for World Languages and the Delaware Professional Teaching Standards. World Language educators will choose one required (state-wide) and two selected (district-wide) growth goals from five goal options, totaling three growth goals for the year.
  - Part 2: Content-Specific Pre/Post Assessment Measures
    - The purpose of World Language pre/post assessments is to fairly and equitably measure the growth in proficiency of Delaware students in real-world and cultural contexts reflected in the GLEs and content standards.
World Languages Plan

- Pre/Post Integrated Performance Assessments
  - Interpretive Mode *(Reading)*—Multiple Choice
  - Presentational Mode *(Writing)*—Rubric

- Common Growth Goals
  - Presentational Mode *(Speaking)*—Rubric
  - Interpersonal Mode *(Speaking/Listening)*—Rubric
Summer PD

Advancing Student World Language Learning: Teaching and Assessing for Proficiency

June 25-26: New Castle County (28)
June 27-28: Kent County (11)
July 9-10: New Castle County (29)
July 19-20: Sussex County (18)
Reports

- Red Clay’s Development of Alternative Ways to Demonstrate Proficiency
  Holly Schnittger, Red Clay School District
PART II

- Suspended for This Meeting
PART III

- World Language Learning for All Delaware Students
  - Three Groups:
    1. Overview of Students’ Special Needs
    2. Passport to Advancing World Language Proficiency for All Students
    3. Universal Design/Universal Strategies
Next Steps

- Dates for 2012-2013 Network Meetings:
  - October 11—New Castle County
  - January 10—Kent County
  - April 18—Sussex County
  - July 11—TBD

- Board Conference Call (September)

- October Meeting: State WL PD Planning