

Progress Report

P-20 Council

May 13, 2008

The P-20 Council met on May 13 at the Buena Vista Conference Center.

Two presentations were made to the Council.

Integrated Professional Development: Early Childhood and K-12 Plan:

Dr. Amelia Hodges, Janet Carter, Kathy Wilson and Maureen Whelan, all of the Department of Education, presented an update on the status of professional development initiatives across the state. They were joined by community partners Tyler Wells, from the City of Wilmington, Mike Coverdale, Adult Education at Polytech High School, and Tyler Wells, Chair of Education at Delaware Technical and Community College Terry Campus. Dr. Hodges stated the goal of the State K-12 Professional Development Plan is the development of a statewide, career-long, tiered system of professional development for Delaware educators and service providers. Options are being considered to improve the quality of professional development, maximize student achievement and ensure the majority of professional development occurs outside of instructional time. Through the work of this project four subcommittees have been formed (Standards, Data & Priorities, Policy and Evaluation) to adopt Delaware professional development standards, identify priority professional development areas, make policy recommendations to improve the state-wide professional development system, develop a comprehensive and cohesive, high-quality evaluation system for all Delaware professional development and develop a guidance document for the Department, districts and charter schools.

The purpose of the of the Early Childhood component of the Integrated Professional Development Task Force is to develop the framework for a cross-sector professional development system that will fulfill Early Success's expectations and to ensure alignment with the K12 professional development system. The Early Success Plan established expectations for the professional development system. Based upon these expectations, goals were identified and assigned to one of three committees: Development, Data or Delivery. Each committee then developed a series of recommendations to address the goal.

World Language Task Force:

Dr. Gregory Fulkerson, Education Associate for World Languages and International Education, presented an overview of the World Language Task Force Recommendations. The task force was composed of 27 members that included superintendents, curriculum directors, principals, teachers, DOE and university representatives as well as community representatives whose purpose was to define the world language graduation requirement in terms of functional use for all Delaware students. The task force was guided by two

essential questions: what does it mean to have functional communication competence in a language and how will such competence be demonstrated by students. Focus groups were also utilized to garner input from parents, students and other state agencies that are on the “front line” using world languages every day.

The recommendations as outlined in the report are:

1. A world language is defined as any language that is used by peoples around the world. Although English is a world language, for the purposes of the World Languages graduation requirement, a world language will refer to any language (and its cultures) other than English.
2. Students should be allowed to take American Sign Language (ASL) to fulfill the World Language graduation requirement. *Note: ASL does not fulfill the world language admission requirement in some colleges and universities, including the University of Delaware.*
3. World Language credits should be awarded based on demonstrated proficiency. Students will have options in meeting the world language graduation requirements. It is recommend that the threshold for minimum proficiency expectations be raised over time as language programs become more robust and begin earlier. Students may demonstrate language proficiency in two ways:
 - Completing a minimum of two high school world language courses in the same language that use locally generated or commercially produced assessments to determine the level of proficiency of students. Student performance assessments must target the novice-mid* level of proficiency as described on the ACTFL scales in the three modes of communication (interpersonal, interpretive, presentational), or
 - Demonstrating novice-mid* or higher proficiency level on a nationally recognized adaptive test of language proficiency in the skill areas of speaking, reading and writing.
4. In order for students to reach a level of proficiency that will allow them to use the language as a work-place or academic skill after high school, it is recommended that all students begin sequential learning of at least one world language beginning in elementary school.
5. It is recommended that both a portfolio-based self-assessment tool and a nationally recognized online adaptive test of language proficiency that assesses reading, writing and speaking be used to gather evidence of student proficiency levels.
6. If the results of the pilot prove positive for language development, it is recommended that the Delaware Virtual School be a means to provide instruction in a variety of world languages as an option for students to learn languages at higher levels or to learn many languages beyond what their schools can provide for them.
7. If a student’s disability entitles him/her to receive special education services, it is recommended that the study of world languages be indicated in the student’s Individual Education Plan (IEP), wherein the IEP team delineates appropriate modifications, accommodations and/or proficiency level expectations.

8. It is recommended that schools and districts consider providing options in which students can demonstrate world language proficiency, such as an academic pathway and functional/applied language courses. In the functional/applied courses, students would learn specialized vocabulary meaningful for their career or vocation.

The next step for the World Language Task Force is the development of a Delaware World Language K-12 Program Implementation Guide that would contain details around the report recommendations as well as information and direction to aid districts/schools in establishing new World Language Programs and expanding existing programs.

Updates on the activities of the various P-20 Council subcommittees were also presented. A summary of that data is noted below.

Data Subcommittee:

- Now a standing subcommittee of P-20 chaired by Alan Phillips, DHEC
- Role- to execute data projects assigned by P-20 and to collaborate on statewide higher education data issues
- Make recommendations to P-20 re: data issues
- Challenges and Barriers-
 - Unique student ID to be included as a field in Institutions of Higher Ed (IHEs) for incoming freshman '08
 - Transfer of unique student ID- looking for an electronic solution to the transfer issue
 - Development of a common coding system for grades, terms, subjects, etc. prior to next data transfer
 - All IHEs agreed to use DTI's secure FTP transfer site to send data to DDOE
- Next data transfer is set for July 15, 2008
- The next subcommittee meeting is June 4th at 10:00 a.m.

Transfer of Credit Matrix Subcommittee:

- A matrix exists; however, it does not include the private institutions and is dated. Approximately 1/3 of the matrix was updated and published in 2007, 1/3 is currently in some stage of the review process and the final 1/3 remains untouched.
- The current review and approval process is a manual one. The committee members hope to develop an online process. Delaware Higher Education Committee representative Alan Phillips is obtaining two costs proposals. The first is to expand the current database to allow an online review and approval process and the second is to purchase an online system such as AcademyOne®.
- The Matrix Subcommittee met following the P-20 meeting.

DECAN Subcommittee:

- The goal is to develop a framework around which would increase the number of Delaware students going to college, persisting beyond the first year and completing degrees.
- The subcommittee looked at three areas (Access, Alignment and Rigor, and Actionable Networks) through an in-depth data analysis aided by Dr. Jennifer Bausmith, MREL and through a gap analysis of work done to date in Delaware conducted by Dr. Judi Coffield, State Board Policy Analyst. It was determined that in the area of Rigor and Alignment a great deal of work had been done, but that it was too early to see the fruits of this work. For this reason, the committee has begun to focus on the areas of Access and Actionable Networks.
- A coordinated and consistent communication effort across stakeholders is a key objective of this work.

A subcommittee has been formed to draft a letter of intent to the Lumina Foundation in hopes of obtaining funding and to draft a work plan that will be shared at the next meeting of the full committee.