



DELAWARE DUAL LANGUAGE IMMERSION

Middle School Immersion Advisory Committee Summative Report

Delaware Department of Education

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Middle 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 are dependent 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 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. They will graduate having made significant progress toward an undergraduate minor in either Chinese or Spanish and will have acquired advanced-level language proficiency.

In order to provide LEAs with a clear picture of the entire K-12 immersion experience, a 12-member Middle School Immersion Advisory Committee was established in March 2015 under the leadership of Dr. Gregory Fulkerson, Director of the Language Acquisition Workgroup. This committee was charged with defining the parameters of how elementary immersion programs would grow into middle schools to ensure that students continue to develop language proficiency within the context of academic content learning. During six meetings, Advisory Committee members considered several design and implementation challenges including current middle school structures and philosophies, teacher and leadership capacities, and student linguistic and cultural competencies. Three overarching goals guided the work of the Advisory Committee:

- Review high-performing secondary immersion models from across the country
- Analyze key attributes of secondary immersion models
- Recommend an instructional model for Delaware middle schools receiving immersion students

Advisory Committee meetings were facilitated by national immersion expert Brandon Locke who coordinated conversations between committee members and leaders of high performing language immersion programs across the nation. He challenged members' thinking about traditional models of language learning, and encouraged innovative approaches for implementation of the Delaware Middle School Immersion Continuation Model.



Middle School Immersion Advisory Committee Recommendations

The following innovations and practices factored into committee conversations and ultimately into the recommendations:

- Flexible grouping of students based on language proficiency (Lexington, South Carolina)
- K-12 focus on science instruction in the immersion language (Lexington, Kentucky)
- Project-based learning that culminates in an international field study experience (Portland Oregon)
- Technology-infused Culture and Media courses aligned to the themes of Advanced Placement coursework (Davis School District, Utah)
- High levels of principal engagement in and deep understanding of immersion education (St. Louis Park, Minnesota)

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 Middle School Immersion Advisory Committee has set forth eight recommendations that define a high-performing middle school immersion continuation model for Delaware middle school students.

Committee Members

Supervisors of Instruction / Directors of Curriculum

Christine Alois, Caesar Rodney School District
Judith Conway, Red Clay Consolidated School District
Kelly Hageman, Seaford School District
Debbie Panchisin, Appoquinimink School District

Principals

Shan Green, Central Middle School, Capital School District
Renee Jerns, Millsboro Middle School, Indian River School District
Michelle Savage, Shue-Medill Middle School, Christina School District
Stephanie Smith, Seaford Middle School, Seaford School District

Department of Education

Angie Finegan, Field Agent, Spanish Immersion
Gregory Fulkerson, Director, Language Acquisition
Lynn Fulton-Archer, Education Specialist, World Language Immersion
Xiao Liu, Field Agent, Chinese Immersion

External Facilitator

Brandon Locke, Director of World Languages, Anchorage School District, Anchorage, Alaska

Recommendations

Recommendation 1

Purpose and Nomenclature of Middle 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. High-performing middle school continuation models reflect the following attributes:

- Subject matter teaching in the immersion language for specific amounts of time
- Clear separation of language for extended periods of time
- Curriculum that incorporates content goals but also includes 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-5 immersion experience into grades 6, 7, and 8 will be known as a Delaware Middle School Immersion Continuation Program. The continuation program must reflect the attributes of high-performing national models.

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)



Middle School Immersion Advisory Committee Recommendations

Recommendation 2 (revised 2019)

Immersion Continuation Courses

In order for middle school immersion students to be prepared to achieve Advanced Placement credit in the ninth grade, they must be provided with advanced level language development opportunities that reflect the AP themes and tasks throughout their middle school experience – in both language and content courses. These College Board AP themes include:

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

While the Delaware K-5 immersion model focuses primarily on math and science as immersion-language content courses, research on immersion programs underscores the importance of varying immersion-language content across the years. Examination of middle school immersion models across the nation reveals a focus on social studies as the overwhelming choice for the immersion continuation content course. A few programs also capitalize on science when the curriculum lends itself to rich language use by students.

Findings from an analysis of the content of the Delaware Recommended Curriculum for Social Studies for the middle grades show that this content area can provide rich contexts for Delaware’s immersion continuation learners. The 6th and 7th grade Social Studies standards focus on world cultures and global economies, which allow for natural cultural comparisons and connections to be made to the required world language course. With its focus on civics, economics, and, US History, the 8th grade Social Studies course lends itself to students engaging in inquiry to develop historical thinking skills while analyzing cross-cultural perspectives and advancing their language proficiency.

Maintaining consistency of one core content area across all three middle school grades provides students with an extended opportunity to develop deep concept knowledge of social studies and a solid foundation for a rich eighth-grade capstone experience. Additionally, it helps LEAs focus teacher recruitment efforts, scheduling, and cross-grade collaboration by immersion teachers.

Curricula from high performing middle school immersion 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.

It is recommended that ...

The immersion continuation program offer students at minimum two courses per year taught exclusively in the immersion language. One course must be an advanced-level language course designed to maximize student language proficiency, based on AP themes and tasks. The second course must address core academic content as outlined below:



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Grade	Course 1	Course 2
6	Immersion Language 6	6 th Grade Social Studies
7	Immersion Language 7	7 th Grade Social Studies
8	Immersion Language 8	8 th Grade Social Studies*

** or Science, if deemed more appropriate based on LEA context*

It is also recommended that the Delaware Department of Education facilitate the development of curriculum for the immersion language courses and assist with language specific resources for the core content courses.

Resources for Recommendation 2

- *Delaware Recommended Curriculum for Social Studies*
<http://www.doe.k12.de.us/Page/2544>
- *Next Generation Science Standards*
<http://www.doe.k12.de.us/Page/2530>
- *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>

Recommendation 3 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. Middle school immersion continuation courses must advance student proficiency from the level attained in elementary school to the level necessary for successful completion of AP in 9th grade. 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. The Delaware immersion Language Assessment Timeline calls for both formative and summative measures of language proficiency. Formative assessment is embedded in instruction and includes the compilation of student portfolios as well as completion of the Delaware Student Proficiency Report (SPR) annually. Summative external evaluation is conducted using nationally-recognized assessments of proficiency such as ACTFL’s AAPPL (ACTFL Assessment of Performance toward Proficiency in Languages) or Avant Assessment’s STAMP 4S (Standards-Based Measure of Proficiency). The AAPPL is a performance-based assessment of standards-based language



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learning across the three modes of communication (Interpersonal, Interpretive, and Presentational) as defined by the *World-Readiness Standards for Learning Languages*. The STAMP 4S measures proficiency in four skill areas (Reading, Writing, Listening, and Speaking) via content appropriate for middle school students.

It is recommended that ...

A nationally recognized assessment aligned to the ACTFL proficiency guidelines be used to monitor growth in student language proficiency and be administered at the end of each grade level. It is also recommended that all 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:

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

Resources for Recommendation 3

- 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>

Recommendation 4 Scheduling

Consistency and intensity are key to ensuring that language proficiency continues to grow and does not stagnate. High performing middle school immersion models nationally provide students with blocks of instructional time in the immersion language accounting for anywhere between twenty-five and fifty percent of their instructional day. They avoid a fragmented approach to scheduling immersion courses.

Nationally-recognized immersion coordinators highly recommend that scheduling be creative and flexible to meet the unique cognitive and socioemotional needs of middle school immersion learners.



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They cite such practices as building diverse student teams which include both immersion and non-immersion learners as being key to helping students broaden their peer network. Districts might also consider harnessing the power of technology in facilitating language learning across immersion campuses.

It is recommended that

Students have instruction in the immersion language for at least 90 minutes each day. In cases where class length is 45 minutes, the advanced-level language course and the content course taught in the immersion language should be scheduled back to back whenever possible so as to maximize the amount of continuous time dedicated to student learning in the immersion language.

Resources for Recommendation 4

- *Minnetonka Middle School Immersion Overview with Sample Schedule*
<http://www.minnetonka.k12.mn.us/academics/immersion/immersion-middle/Pages/default.aspx>
- *Hosford Middle School Chinese Immersion Page*
<http://www.pps.k12.or.us/schools/hosford/228.htm>

Recommendation 5 Teacher Recruitment

Educators teaching Delaware Middle 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. The teacher of the 6th and/or 7th grade social studies course must hold a certificate in Middle Level Social Studies and demonstrate proficiency in the language of instruction at the advanced-mid level. The teacher of the 8th grade science course must hold a certificate in Middle Level Science and demonstrate proficiency in the language of instruction at the advanced-mid level. Holding the previously mentioned certificates allows these content teachers to teach not only immersion students in the immersion language but also non-immersion students in English.

Delaware is well positioned to assist schools in recruiting and retaining highly-qualified, bilingual, middle level 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 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)

It is recommended that ...

Districts begin recruitment of middle school immersion teachers well in advance of the implementation of their middle school immersion continuation program. Districts should create a recruitment action plan that leverages multiple recruitment options. It is recommended that districts begin by surveying existing certified staff for language proficiency and content knowledge.



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Repurposing existing staff members would help ensure a smooth transition of the program from elementary to middle school.

It is also recommended that the Delaware Department of Education initiate a higher education immersion consortium and collaborate with Delaware universities to create pipelines that generate qualified middle level immersion teacher candidates. It is recommended that the Department work with districts to facilitate teacher recruitment in multiple venues.

Resources for Recommendation 5

- *Educator Preparation in Delaware*
<http://www.doe.k12.de.us/domain/400>
- *University of Delaware Education...*
<http://www.doe.k12.de.us/domain/400>
- *Wilmington University ... Ed program*
<http://www.doe.k12.de.us/domain/400>
- *University of Maryland Center for Chinese Teacher Certification*
<http://www.doe.k12.de.us/domain/400>

Recommendation 6 (revised 2019)

Capstone Immersion Language Partner-Schools

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-8 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 middle school immersion curriculum beginning in 6th grade.

It is also recommended that middle school leadership and faculty work together to design and integrate a capstone experience into the year-long 8th grade immersion language coursework. When possible, the 8th grade capstone experience should involve immersion continuation students in a living and learning experience with their sister school.



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Resources for Recommendation 6

- *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 7

World Language Credit

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, with certain provisions, middle school students are able to receive high school credit. The awarding of credit at the middle school level is 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. Immersion continuation learners should know that the American Council on Education’s College Credit Recommendation Service (ACE CREDIT) has evaluated and recommended college credits for demonstrating higher levels of proficiency on the ACTFL OPI, OPIc, and WPT in Delaware’s immersion languages.

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.

It is also recommended that the Department of Education establish the parameters for recognizing and celebrating students’ language proficiency, such as those outlined in a Seal of Biliteracy.

Resources for Recommendation 7

- *Delaware Administrative Code*
<http://regulations.delaware.gov/AdminCode/title14/500/505.shtml#TopOfPage>
- *Language Testing International (ACTFL OPI, OPIc, WPT)*
<http://www.languagetesting.com/academic-services>
- *ACE CREDIT Summary*
<http://www.languagetesting.com/american-council-on-education>
- *Seal of Biliteracy Guidelines*
<http://sealofbiliteracy.org/>

Recommendation 8

Immersion Leadership

Middle 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

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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, the Annual Delaware Immersion Institute, and quarterly meetings of the Immersion Principal and Administrator Council.

It is recommended that...

School and district leadership begin to develop their capacity to lead secondary immersion 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/>
- *Center for Advanced Research on Language Acquisition Summer Institutes*
<http://www.carla.umn.edu/institutes/>

Appendix A

Proficiency Targets for Immersion Learners



Middle 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

Language Assessment Timeline



Middle School Immersion Advisory Committee Recommendations Language Assessment Timeline Based on the ACTFL Scale

<u>Grade</u>	<u>Learning Model</u>	<u>Formative</u>	<u>Summative</u>	<u>Intl Credentials</u>
Kindergarten	50/50 Immersion	Can-Dos	SPR	
1 st Grade	50/50 Immersion	Can-Dos	SPR	
2 nd Grade	50/50 Immersion	Can-Dos	SPR	
3 rd Grade	50/50 Immersion	Can-Dos	SPR, AA 1	
4 th Grade	50/50 Immersion	LFO Jr.	SPR, AA 1, 4	
5 th Grade	50/50 Immersion	LFO Jr.	SPR, AA 1, 2, 3*, 4	
6 th Grade	Immersion Continuation	LFO	AA 1, 2, 4	
7 th Grade	Immersion Continuation	LFO	AA 1, 2, 4	
8 th Grade	Immersion Continuation	LFO	AA 1, 2, 3, 4	
9 th Grade	AP Course	LFO	AP	HSK or DELE
10 th Grade	University Course	LFO	OPIc	
11 th Grade	University Course	LFO	OPIc	
12 th Grade	University Course	LFO	OPI, WPT	HSK or DELE

Assessment Key

Can-Dos	DDOE Grade-level specific language outcomes
SPR	Student Proficiency Report (DDOE): Listening, Speaking, Reading, Writing
LFO Jr	LinguaFolio Online Junior: Listening, Speaking, Reading, Writing
LFO	LinguaFolio Online: Listening, Speaking, Reading, Writing
AA 1	ACTFL AAPPL: Interpersonal Listening/Speaking
AA 2	ACTFL AAPPL: Presentational Writing
AA 3	ACTFL AAPPL: Interpretive Listening
AA 4	ACTFL AAPPL: Interpretive Reading
AP	College Board Advanced Placement Test
OPIc	ACTFL: Oral Proficiency Interview by Computer
OPI	ACTFL: Oral Proficiency Interview
WPT	ACTFL: Writing Proficiency Test
HSK	Chinese Standard Exam
DELE	Diploma of Spanish as a Foreign Language

Additional information

ACTFL AAPPL: <http://aappl.actfl.org/>
 College Board: <https://apstudent.collegeboard.org/exploreap>
 ACTFL LTI: <http://www.languagetesting.com/academic-services>
 LinguaFolio Online: http://www.ncssfl.org/LinguaFolio/index.php?linguafolio_index

* Administered at district discretion

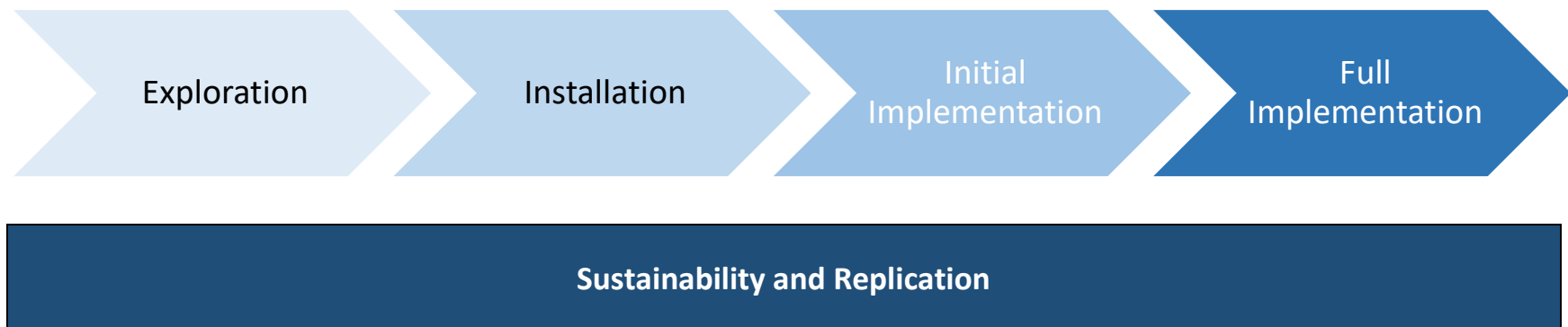
Stages of Implementation for Middle School Immersion Continuation



Leading Delaware Middle 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





Middle 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 6-8 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-5 immersion model?</i></p> <p><i>What is Delaware’s middle school immersion continuation model?</i></p> <p><i>Why should children continue immersion in the middle years?</i></p> <p><i>What will the role of a sister-school partnership be?</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 middle school immersion continuation model • Explore options for establishing a sister-school partnership 	<ul style="list-style-type: none"> • Learn about the benefits and impact of immersion education in the middle school years • Explore Middle 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 Specialist Technical Assistance • Description of the Delaware Middle 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 elementary to middle school transition and registration practices • Assistance with Faculty presentations • Assistance with Parent informational sessions • Guidance document on sister-school partnerships • Facilitation of visits to and networking with existing Delaware Immersion Schools • Study Mission for LEA Middle School Administrators



Middle 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 6-8 immersion implementation in this stage	DOE Supports during this stage of implementation
IMPLEMENTATION STAGE: INSTALLATION	3-5 months	<p><i>Won't this negatively impact student choices in middle school?</i></p> <p><i>How will learning social students and science in another language impact their performance on state tests conducted in English?</i></p> <p><i>How do children enroll in the middle school immersion program?</i></p> <p><i>Can heritage language learners enroll in the immersion continuation program without having participated in a K-5 immersion 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, busing, 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 • Legitimize concerns or worries that stakeholders may have about immersion • Ensure target-language teachers are being recruited for the program 	<ul style="list-style-type: none"> • Clarify and communicate a vision of how immersion will benefit students in your school/district • Set up Professional Learning Communities (PLCs) and develop a schedule to ensure immersion teachers have common planning • 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 • Develop ways to actively involve academic coaches and others to support and integrate immersion into the work of the entire school • 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 Library” and print resources for district and each participating school • Assistance with Parent informational sessions • Assistance with Staff informational sessions • Sample promotional materials • Sample enrollment and policy documents, school schedules, and other structural support documents from existing immersion programs • Teacher recruitment resources • Middle School Immersion Continuation teacher professional learning • LEA Administrator professional learning • Immersion language arts curriculum resources • Social studies immersion content resources • Guidance document on sister-school partnerships



Middle 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 6-8 immersion implementation in this stage	DOE Supports during this stage of implementation
IMPLEMENTATION STAGE: INITIAL IMPLEMENTATION	18-24 months	<p><i>What should immersion really look like in the middle school classrooms?</i></p> <p><i>Is immersion being implemented with fidelity to Delaware’s model?</i></p> <p><i>How do we know that immersion students are learning content on par with their non-immersion peers?</i></p> <p><i>How are we capitalizing on our sister-school 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 immersion in your school • Continue to frame and align immersion so that staff understands how it supports existing building and district initiatives • 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 • Work with teacher leaders and school leaders to align student learning expectations • Visit classrooms where immersion is being implemented • Discuss how immersion is and will benefit students in the program • Discuss which data are important to collect to monitor student learning progress and acquisition of the immersion language • 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 	<ul style="list-style-type: none"> • Curriculum resources provided to district in the immersion language • Access to online resources • Immersion Specialist Technical Assistance • Continued LEA Administrator professional development • Immersion Teacher professional development • Guidance on policy implementation • Facilitation of school-to-school visits for immersion teachers • Data from stakeholder surveys and student proficiency reports to inform program development and growth • Possible visit from external evaluator • Immersion Implementation funding for each grade level as available



Middle 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 K-5 immersion implementation in this stage	DOE Supports during this stage of implementation
IMPLEMENTATION STAGE: FULL IMPLEMENTATION	8 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>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 a district or school-wide learning goal related to immersion or show how the immersion initiative enhances or responds to existing district or school goals 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 immersion teachers (including their English partner teachers) to share their learning Conduct immersion 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 sister-school activities including capstone experience Refine sister-school interactions and practices to maximize impact 	<ul style="list-style-type: none"> Self-assessment tool to evaluate immersion integration Guidance with policy revision and refinement Lead Teacher Program opportunities Field Agent support with building-level program articulation Continued LEA Administrator professional learning Continued Immersion Teacher professional learning Facilitation of school-to-school visits for immersion teachers Data from stakeholder surveys and student proficiency reports to continue to inform program development and growth Possible visit from external evaluator Immersion Implementation funding for each grade level as available

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

Middle School Immersion Advisory Committee Agendas

Advisory Committee Meeting #1
Monday, March 23, 2015
DOE Cabinet Room
1:00-4:00 pm
Dover, DE

AGENDA

Facilitator: Brandon Locke

1:00-1:10	Welcome and Introductions	<i>Shelley Rouser, Director, K-12 Initiatives and Educator Engagement</i>
1:10-1:30	Overview of the Governor’s World Language Expansion Initiative	<i>Gregory Fulkerson, Ed Associate, World Languages</i>
1:30-1:45	Middle School Immersion Advisory Committee Goals, Expectations and Timeline	<i>Gregory Fulkerson</i>
1:45-2:00	Setting Committee Norms and Protocols	<i>Brandon Locke, Facilitator</i>
2:00-2:15	Connecting with Delaware’s K-5 Immersion Program	<i>Brandon Locke Lynn Fulton-Archer, Ed Specialist, WL Immersion</i>
2:15-2:45	Brainstorming Part I—The Ideal	<i>Brandon Locke</i>
2:45-3:00	Break	
3:00-3:30	Brainstorming Part II—The Challenges	<i>Brandon Locke</i>
3:30-4:00	Closing and Next Steps for May’s Meeting Monday, May 18, 1-4 pm, Dover	<i>Brandon Locke</i>

Advisory Committee Meeting #2
Monday, May 18, 2015
DOE Cabinet Room
1:00-4:00 pm
Dover, DE

AGENDA

Facilitator: Brandon Locke

1:00-1:15	Welcome and Setting the Scene	<i>Brandon Locke</i>
1:15-1:35	St. Louis Park (MN) Public Schools	<i>Corey Maslowski, Principal</i>
1:40-2:00	Davis (UT) School District	<i>Bonnie Flint, District Supervisor</i>
2:05-2:25	Lexington (SC) School District 1	<i>Alisha Dawn Samples, District Supervisor</i>
2:30-2:50	Portland (OR) Public Schools	<i>Michael Bacon, District Supervisor</i>
2:55-3:15	Lexington (KY) Public Schools	<i>Alicia Vinson, District Supervisor</i>
3:15-3:30	Break	
3:30-4:00	Reflection on the Models and Next Steps Next Meeting: Monday, August 10, 1-4 pm, Dover	<i>Brandon Locke</i>

Advisory Committee Meeting #3
Monday, August 10, 2015
DOE Cabinet Room
1:00-4:00 pm
Dover, DE

AGENDA

Facilitator: Brandon Locke

1:00-1:30	Welcome and Recap from May	<i>Brandon Locke</i>
1:30-2:30	Group Processing Time	<i>Brandon Locke, Gregory Fulkerson, Lynn Fulton - Archer</i>
2:30-2:45	Break	
2:45-3:30	Group Processing Time - continued	<i>Gregory Fulkerson</i>
3:30-4:00	Closing and Next Steps for October meeting Next Meeting: Monday, October 5, 1-3 pm, VIRTUAL	<i>Brandon Locke</i>

Advisory Committee Meeting #4
Monday, October 5, 2015
Virtual Meeting
Link Below
1:00-3:00 pm

AGENDA

Facilitator: Brandon Locke

<http://www.dcet.k12.de.us/webmeet/deworldlanguages.html>

1:00-1:10	Welcome and Overview	<i>Brandon Locke</i>
1:10-1:50	Presentation #1 and Follow-up Questions	<i>Portland Public Schools Immersion Team</i>
1:50-2:00	Debrief	<i>Lynn Fulton-Archer</i>
2:00-2:40	Presentation #2 and Follow-up Questions	<i>Alicia Vinson</i>
2:40-2:50	Debrief	<i>Gregory Fulkerson</i>
2:50-3:00	Next Steps and Survey Next Meeting: Monday, November 9, 1-4pm, Dover	<i>Brandon Locke</i>

Advisory Committee Meeting #5
Monday, November 9, 2015
DOE Cabinet Room
1:00-4:00 pm
Dover, DE

AGENDA

Facilitator: Brandon Locke

1:00-1:10	Welcome, Overview and Updates	<i>Brandon Locke</i>
1:10-1:30	Revisiting our Original Charge <ul style="list-style-type: none">• Definition of Immersion• Key Components of Secondary Immersion	<i>Gregory Fulkerson</i>
1:30-1:45	Proficiency: Our Ultimate Goal	<i>Lynn Fulton-Archer</i>
1:45-2:15	A Look into Middle School Immersion (video clips)	<i>Brandon Locke</i>
2:15-2:30	Break	
2:30-2:45	Survey Results and Discussion	<i>Brandon Locke</i>
2:45-3:45	Creating the Delaware Middle School Immersion Model	<i>Committee</i>
3:45-4:00	Next Steps and Survey Next Meeting: December 2015 (exact date/time TBD)	<i>Gregory Fulkerson</i>



Middle School Immersion Advisory Committee Recommendations

Advisory Committee Meeting #6
Friday, December 18, 2015
DOE Cabinet Room
9:00 am-12:00 pm
Dover, DE

AGENDA

Facilitator: Brandon Locke

9:00-9:15	Welcome and Overview of Objectives, Committee Deliverables and Timeline	<i>Gregory Fulkerson</i>
9:15-10:30	Delaware Middle School Immersion Model Recommendations—<i>Small Group Work</i>	<i>Lynn Fulton-Archer</i>
10:30-10:45	Break	
10:45-11:30	Delaware Middle School Immersion Model Recommendations—<i>Large Group Discussion</i>	<i>Lynn Fulton-Archer</i>
11:30-12:00	Next Steps—Preparation for Immersion Principal and Administrator (IPAC) Meeting	<i>Gregory Fulkerson</i>