EAB

Non-Immersive Elementary World Language Programs

District Leadership Forum

District Leadership Forum

Madelyn Bowers
Research Associate

Rebecca Richards
Senior Analyst

Olivia Rios
Senior Research Manager

LEGAL CAVEAT

EAB Global, Inc. ("EAB") has made efforts to verify the accuracy of the information it provides to members. This report relies on data obtained from many sources, however, and EAB cannot guarantee the accuracy of the information provided or any analysis based thereon. In addition, neither EAB nor any of its affiliates (each, an "EAB Organization") is in the business of giving legal, accounting, or other professional advice, and its reports should not be construed as professional advice. In particular, members should not rely on any legal commentary in this report as a basis for action, or assume that any tactics described herein would be permitted by applicable law or appropriate for a given member's situation. Members are advised to consult with appropriate professionals concerning legal, tax, or accounting issues, before implementing any of these tactics. No EAB Organization or any of its respective officers, directors, employees, or agents shall be liable for any claims, liabilities, or expenses relating to (a) any errors or omissions in this report, whether caused by any EAB organization, or any of their respective employees or agents, or sources or other third parties, (b) any recommendation by any EAB Organization, or (c) failure of member and its employees and agents to abide by the terms set forth herein.

EAB is a registered trademark of EAB Global, Inc. in the United States and other countries. Members are not permitted to use these trademarks, or any other trademark, product name, service name, trade name, and logo of any EAB Organization without prior written consent of EAB. Other trademarks, product names, service names, trade names, and logos used within these pages are the property of their respective holders. Use of other company trademarks, product names, service names, trade names, and logos or images of the same does not necessarily constitute (a) an endorsement by such company of an EAB Organization and its products and services, or (b) an endorsement of the company or its products or services by an EAB Organization. No EAB Organization is affiliated with any such company.

IMPORTANT: Please read the following.

EAB has prepared this report for the exclusive use of its members. Each member acknowledges and agrees that this report and the information contained herein (collectively, the "Report") are confidential and proprietary to EAB. By accepting delivery of this Report, each member agrees to abide by the terms as stated herein, including the following:

1. All right, title, and interest in and to this Report is owned by an EAB Organization. Except as stated herein, no right, license, permission, or interest of any kind in this Report is intended to be given, transferred to, or acquired by a member. Each member is authorized to use this Report only to the extent expressly authorized herein.
2. Each member shall not sell, license, republish, distribute, or post online or otherwise this Report, in part or in whole. Each member shall not disseminate or permit the use of, and shall take reasonable precautions to prevent such dissemination or use of, this Report by (a) any of its employees and agents (except as stated below), or (b) any third party.
3. Each member may make this Report available solely to those of its employees and agents who (a) are registered for the workshop or membership program of which this Report is a part, (b) require access to this Report in order to learn from the information described herein, and (c) agree not to disclose this Report to other employees or agents or any third party. Each member shall use, and shall ensure that its employees and agents use, this Report for its internal use only. Each member may make a limited number of copies, solely as adequate for use by its employees and agents in accordance with the terms herein.
4. Each member shall not remove from this Report any confidential markings, copyright notices, and/or other similar indicia herein.
5. Each member is responsible for any breach of its obligations as stated herein by any of its employees or agents.
6. If a member is unwilling to abide by any of the foregoing obligations, then such member shall promptly return this Report and all copies thereof to EAB.

Table of Contents

1) Executive Overview 4

Key Observations 4

2) Developing a World Language Program 5

Program Goals 5

Program Structure 7

Curricula 9

Continuity of Study 12

3) Overview of Profiled Models 14

FLES 14

FLEX 17

Grade-Based Progression FLES 21

4) Implementation and Administration 23

Resources 23

Professional Development 26

Accessibility 28

Assessment and Outcomes 29

5) Garnering Support 32

Setting Expectations 32

Advocacy and Leadership 33

Community Engagement 34

6) Research Methodology 35

Project Challenge 35

Project Sources 36

Research Parameters 36

©2019 EAB Global, Inc. • All Rights Reserved

1) Executive Overview

Key Observations

Implement a program model for elementary world language acquisition that aligns with the district's specific goals for language learners. If the world language acquisition goal is for students to achieve biliteracy by grade 12, district administrators must provide ample instructional time in each grade level to world language instruction. Biliteracy is defined as proficiency in writing and reading in at least two languages,[1] and biliteracy compliments bilingualism (i.e., conversational fluency in more than one language). If the district intends for the world language program to help students primarily learn about new cultures, or if administrators cannot secure the resources to fully implement a biliteracy-oriented model, administrators can offer fewer instructional minutes through an exploratory world language program.

Most profiled districts identify biliteracy as the overarching goal of their district's world language program, from kindergarten to grade 12. To lay the foundation for achieving biliteracy by grade 12, research recommends administrators offer world language programs three to five times per week for 30 to 40 minutes per lesson throughout elementary grades.[2] Students receiving the minimum number of recommended instructional hours per year (i.e., 52 instructional hours per year) may achieve Intermediate Low proficiency by grade six.

Administrators at profiled districts offer three models of elementary world language programs: Foreign Language in Elementary School (FLES), Foreign Language Exploratory (FLEX), and a grade-based time progression combination of the FLEX/FLES models. Administrators at profiled districts often label programs that approach the minimum recommended weekly instructional minutes (i.e., total weekly instruction of at least 75 minutes) as FLES programs. Elementary world language programs included in the regular school day that offer less than the recommended number of instructional minutes or focus primarily on cultural exploration are referred to as FLEX programs. Two profiled districts, **District F** and **District I**, combine FLEX/FLES models through a grade-based time progression model. As students progress through elementary grades, they receive increasing world language instruction.

Administrators at profiled districts frequently hold public presentations to set reasonable expectations for students' proficiency goals. Contacts note that some parents hold unattainable expectations for their students in FLEX/FLES programs, and administrators must temper those expectations with presentations of research and discussions of expectations for elementary language learners. Administrators at profiled districts express the value of communicating to parents and the board through social media and the world language website about the spectrum of proficiency based on instructional hours and the value of exposure to language.

Administrators should create professional development opportunities to support and connect elementary world language teachers across the district. Administrators should create effective professional development trainings for world language teachers that offer consistent and frequent opportunities for collaboration and skill-building. Professional development should focus on themes and strategies relevant to world language instruction, like proficiency-based skill assessments and interactive lessons in the target language.

1) Eurydice B. Bauer and Soria E. Colomer. 2017. *Biliteracy*. Page 3.
2) Helena I. Curtain and Carol Ann A. Dahlberg. 2016. *Languages and Learners: Making the Match: World Language Instruction in K-8 Classrooms and Beyond*, page vii.

©2019 EAB Global, Inc. • All Rights Reserved

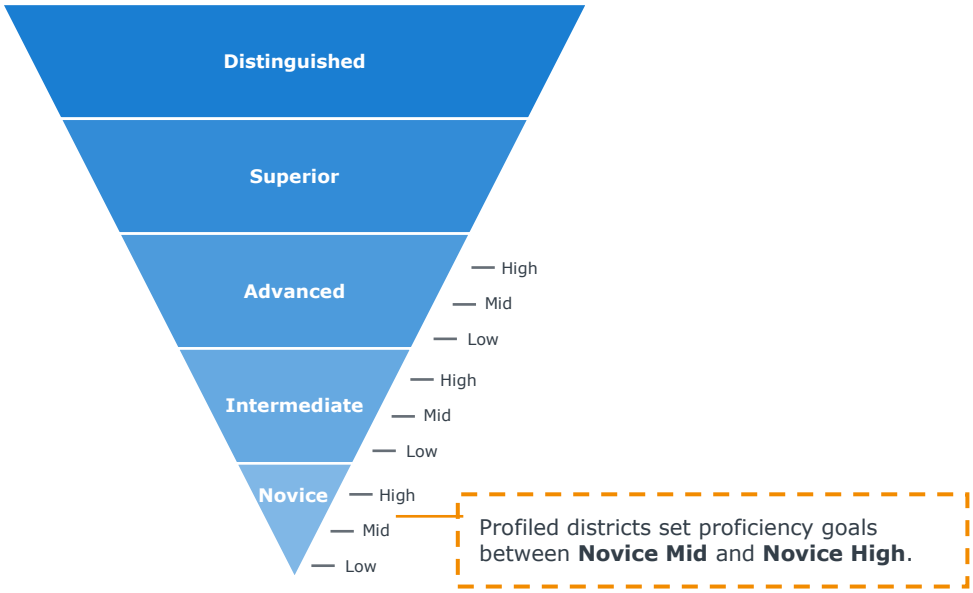
2) Developing a World Language Program

Program Goals

Profiled Districts Align Proficiency and Cultural Competency Goals to ACTFL Frameworks

Administrators at all profiled districts align elementary world language proficiency and competency goals to the frameworks produced by the American Council on the Teaching of Foreign Languages (ACTFL). Administrators use ACTFL's Proficiency Guidelines to describe target language acquisition ranges and goals for students. The Guidelines describe a spectrum of proficiency levels ranging from Novice to Distinguished. All but one profiled district expect students to achieve Novice-High proficiency by the end of elementary school. At **District C**, administrators place proficiency expectations at Novice Mid.

ACTFL's Range of Proficiency Levels[3]



ACTFL's World-Readiness Standards for Learning Languages serve as the guiding framework for most profiled districts' intercultural competency goals. The World-Readiness Standards describe core competencies in five goal areas, including communication, cultures, connections, comparisons, and communities.[4] ACTFL designed the standards to align with current key concepts in education, including the Common Core State Standards, College and Career Readiness, and 21st Century Skills.

Choose a Program Model Aligned to the District's Proficiency Goals

Administrators should implement a model for elementary world language acquisition that aligns with the district's specific goals for language learners. If the world language acquisition goal is for students to achieve biliteracy by grade 12, district administrators must provide ample instructional time (i.e., at least 52 hours of instruction per year) to world language in each grade level. If the district intends for

3) American Council for the Teaching of Foreign Language. 2012. *ACTFL Proficiency Guidelines*.
4) The National Standards Collaborative Board. 2015. *World-Readiness Standards for Learning Languages*. 4th ed. Alexandria, VA: Author.

©2019 EAB Global, Inc. • All Rights Reserved

the world language program to help students primarily learn about new cultures, or if administrators cannot secure the resources to fully implement a biliteracy-oriented model, administrators can offer fewer instructional minutes and develop a model that focuses more on exploring world cultures than on mastering world languages.

Administrators who choose to offer fewer instructional minutes (i.e., less than 52 hours of instruction per year) must lower their proficiency expectations for elementary students, as students receiving fewer instructional minutes may not achieve even Novice High proficiency by grade five.

Models to Support Biliteracy Require Significant Allocation of Instructional Minutes

Extensive literature describes the cognitive and occupational benefits of early language acquisition and biliteracy.[5] Biliteracy is defined as proficiency in writing and reading in at least two languages, and biliteracy compliments bilingualism (i.e., conversational fluency in more than one language). [6] Most profiled districts identify biliteracy as the overarching goal of their district's world language program, from kindergarten to grade 12. Many supporters of early language acquisition recognize the benefits of biliteracy but fail to consider the programmatic implications of developing a strong elementary world language program to achieve this goal.

Contacts at **District C** note that many school administrators want to promote biliteracy for their elementary school students but do not initially propose a model that supports second language acquisition.

Recommended Instructional Minutes in Elementary World Language Programs to Lay the Foundations of Biliteracy by Grade 12[7]

ACTFL recommends teachers use the target language at least 90 percent of the time when instructing world language courses to maximize student learning.[9] With the minimum recommended instructional hours (i.e., 52 instructional hours per year) each year in grades one through five, students may achieve up to Intermediate Low proficiency by grade six.[10] Maintaining this same rigor of world language study throughout a student's educational journey can lead to Advanced High proficiency (i.e., biliteracy) by the end of grade 12.[11]

In general, administrators at profiled districts adjust their expectations of student proficiency to Novice High by grade six to account for differences in student learning ability, student and teacher absences, variations in schedule, changes to target language offerings, and variable quality of language instruction.

5) American Council on the Teaching of Foreign Languages, "What the Research Shows," https://www.actfl.org/advocacy/what-the-research-shows
6) Eurydice B. Bauer and Soria E. Colomer. 2017. *Biliteracy*. Page 3.
7) Helena I. Curtain and Carol Ann A. Dahlberg. 2016. *Languages and Learners: Making the Match: World Language Instruction in K-8 Classrooms and Beyond*, page vii.
8) Instructional hours per year based on a 35-week academic calendar.
9) American Council for the Teaching of Foreign Languages. "Use of Target Language in Language Learning."
10) Virginia Department of Education. 2015. *Implementing the Foreign Language Standards of Learning in Virginia Classrooms: A Guide for Teachers*, page 15.
11) American Council for the Teaching of Foreign Languages. 2012. *ACTFL Performance Descriptions for Language Learners.,* page 12.

©2019 EAB Global, Inc. • All Rights Reserved

With Limited Resources, Consider Focusing Elementary World Language Program on Cultural Competencies Instead of Biliteracy

If administrators cannot secure the resources to fully implement a biliteracy-oriented model, administrators can still offer some world language instruction in elementary schools by shifting their expectations of student proficiency by grade six or focusing on cultural exploration. While exploratory programs may not offer the same biliteracy benefits during childhood, they do provide an opportunity for students to explore different languages, cultures, and skills through world language instruction. Students focus on achieving intercultural competencies instead of language proficiencies, which exposes students to language and cultural concepts that may help them acquire a language later in middle or high school.

Program Structure

Profiled Districts Offer Three Models of Non-Immersive Elementary World Language Programs

Administrators at profiled districts offer one of three different types of non-immersive world language programs for students in elementary school.

Non-Immersive Elementary World Language Program Models at Profiled Districts

Foreign Language in Elementary School (FLES)	
Administrators at profiled districts often label programs that **approach the minimum recommended weekly instructional minutes** (i.e., total weekly instruction of at least 75 minutes) as Foreign Language in Elementary School (FLES) programs. Profiled programs meeting these requirements are referred to as FLES programs throughout this report.	• District A • District E • District H
Foreign Language Exploration (FLEX)	
Administrators at profiled districts unable to offer full FLES programs may instead **focus the elementary world language program on world language and culture exploration**, or Foreign Language Exploration (FLEX) programs. Throughout this report, elementary world language programs included in the regular school day that offer less than the recommended number of instructional minutes (i.e., total weekly instruction of at least 75 minutes) are referred to as FLEX programs.	• District B • District C • District D • District G
Grade-Based Time Progression	
Administrators at profiled districts combine FLEX/FLES models through a grade-based time progression model. As students **progress through elementary grades, they receive increasing world language instruction**. Students in kindergarten through grade two receive instruction that falls in the FLEX model, while students in grades three and above receive instruction aligned with the FLES model.	• District F • District I

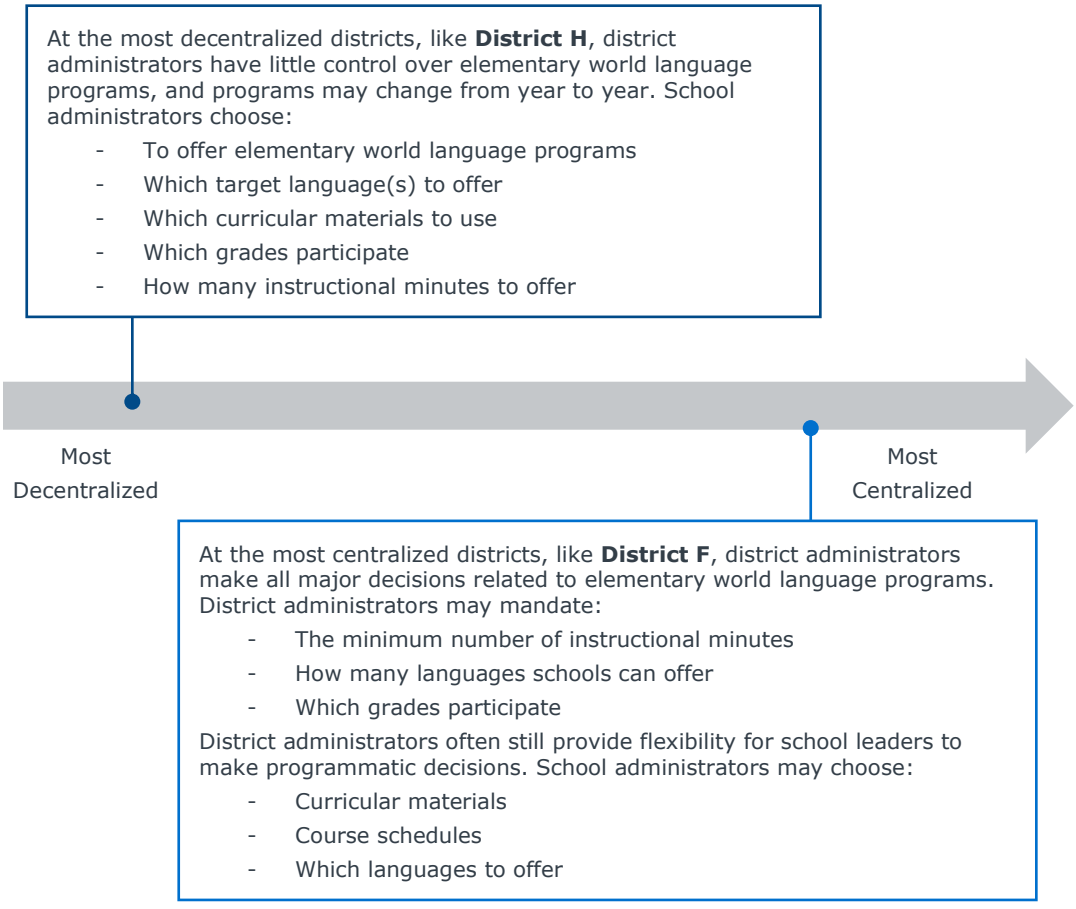
©2019 EAB Global, Inc. • All Rights Reserved

Administrators at profiled districts with FLEX programs note that budget constraints and scheduling limitations prevent them from expanding elementary world language programs to full FLES status. Administrators at profiled districts with FLES programs credit their extensive elementary world language program to ample funding and administrative support.

Despite Decentralization, All Profiled District Administrators Provide Guidelines for Elementary World Language Programs

District administrators at all profiled districts provide school-level leadership with significant autonomy over decisions related to world language programs in elementary schools, leaving district administrators with varying degrees of centralized oversight.

Range of Decentralization at Profiled Districts



For some profiled districts, this decentralization is due to state-mandated site-based school management systems (e.g., **District H**). At **District D**, district administrators provide this decision power to encourage school leaders to administer elementary world language programs in ways that best suit their school communities and students.

However, **District E** embraces a more centralized approach, with administrators providing district-level oversight of the elementary world language program. This allows administrators to set districtwide expectations of the program and its goals, while establishing some program non-negotiables.

©2019 EAB Global, Inc. • All Rights Reserved

Regardless of the level of district oversight, district administrators at all profiled districts do consistently provide instructional minute guidelines and curricular suggestions, which they promote to FLEX/FLES teachers and school principals each year. **Section Three** of this report provides an overview of profiled districts' guidelines for implementing elementary world language programs.

Curricula

Consider Contextually-Based Curricula to Promote Effective Learning of Target Language

Administrators at profiled districts emphasize the importance of connecting world language curricula to real-world themes and core content areas, and many do so through ACTFL's World-Readiness Standards for Learning Languages. Strong elementary world language programs include relevant, engaging curricula that integrate vocabulary and grammar lessons into core curricular content themes.

Curricula at profiled districts incorporate skills-based instruction with multidisciplinary topics to deepen students' connection between the target language and core content topics and ensure alignment with state and national learning standards.

Natural Language Acquisition Provides Blueprint for World Language Pedagogical Progression

Administrators at **District I** and **District F** model elementary world language program pedagogies to reflect the natural progression of language acquisition. In the early grades, instruction focuses on communication and oral language comprehension (i.e., speaking and listening). In grade three, students begin mapping speech to print by writing words and phrases. By grade five, students write short paragraphs and speak longer sentences. Administrators use this pedagogical framework to implement their proficiency-based, culture-focused curriculum aligned with ACTFL's World-Readiness Standards.

Administrators at **District C** and **District H** emphasize their focus on competency and proficiency-based curricula that connects skill development with relevant content themes. Administrators focus curricula on developmentally appropriate content that advances students' skills in reading, writing, speaking, and listening in the target language. Administrators at District C created a curricular guide with developmentally appropriate topics within each theme and progress indicators for kindergarten through grade five.

Contacts at **District A** note one district school implemented an innovative curricular framework to ensure students stay engaged with language learning from kindergarten through grade five. Administrators recognized that many students tired of learning one target language throughout elementary school, but administrators did not want to reduce instructional time or change the target language. Instead, administrators diversified the curriculum to focus on three themes in the elementary school language program.

©2019 EAB Global, Inc. • All Rights Reserved

Curricular Themes for World Language Learning at a *District A* Elementary School

Kindergarten through Grade 1

Focus on Social-Emotional Learning

Grades 1 through 3

Focus on the arts (e.g., painting, music, theater)

Grades 4 and 5

Focus on science, technology, engineering, and math

District wide, administrators at **District A** recommend world language teachers vary lesson designs around four types. Varying lesson structures helps keep students engaged with world language content and leads to more effective language acquisition, as students will be pushed to use their skills in different contexts.

Example World Language Lesson Structures at *District A*

- ☑ Lesson led by the FLES teacher as an enrichment course (i.e., music or art special)
- ☑ Lesson led by the FLES teacher while the classroom teacher is present
- ☑ Social-emotional learning-focused morning meeting presented in the target language
- ☑ Small group pull-out from the reading block rotations

This lesson design offers multiple benefits, including:

- **Interdisciplinary lesson planning**: The classroom teacher and world language teacher work together to co-create world language lessons that integrate current core curriculum topics.
- **Relationship-building**: The classroom teacher learns the target language alongside students and connects with students on a deeper level.
- **Increased opportunities for target language practice and interdisciplinary connections**: The classroom teacher's exposure to target language allows the teacher to reference the target language outside of FLES time and create daily connections between concepts and words in English and the target language.
- **Behavior management support**: Classroom teacher can work with disengaged students to minimize disruptions.

Few Schools at Profiled Districts Offer More than One Target Language due to Budget and Staffing Constraints

Most profiled districts offer just one language at each school through their elementary world language program due to budget constraints and staffing challenges. Schools at a few districts may offer more than one language, but district administrators do not necessarily advocate for more than one language in an elementary world language program. Offering multiple languages in these programs significantly increases administrative complexities, such as determining each student's assigned language and navigating parental input into the assignment process.

©2019 EAB Global, Inc. • All Rights Reserved

Most district contacts express satisfaction with their current language offerings—though they may be limited in number—because they view even limited exposure to world languages and cultures at a young age as beneficial. Administrators at profiled districts express the desire to encourage ongoing study of the same language to help students achieve more advanced proficiency levels in later grades.

Only two profiled districts offer more than one target language at one or more of their elementary schools. School administrators at **District D** choose which languages to offer through their elementary world language programs. While most schools offer a single language, one elementary school offers two languages (i.e., French and Spanish) in their FLEX program. At **District H**, most schools offer either Spanish or Chinese, but two schools pair their FLES program with Latin (i.e., Spanish/Latin FLES and Chinese/Latin FLES).

World Language Technology Tools Serve Only as Supplemental Instruction at Profiled Districts

Administrators at profiled districts do not consistently require the use of any technology platform or software as part of elementary world language programs. Because school-level administrators make many of the decisions about elementary world language program implementation, district administrators can only suggest teachers use supplementary technologies, such as DuoLingo, LinguaFolio, Rockalingua, or online components of the world language curricular materials. Contacts at profiled districts note that teachers decide whether to integrate technology into lessons. When integrated, teachers only use technology tools to supplement classroom instruction.

Two Reasons Profiled Districts Do Not Mandate Use of World Language Technology Tools

Cost

Contacts at **District H** note that many schools do not implement the district's software recommendations due to cost barriers. Though district leaders may encourage teachers to use supplemental technology for world language instruction, many schools choose not to purchase the software due to cost constraints.

Access

Some district administrators cannot guarantee that every student in the FLEX/FLES program can access technology, so they cannot require their FLEX/FLES teachers to supplement their lessons with technology components.

For example, administrators at **District D** do not mandate any world language software or technology be used in elementary world language programs because access to classroom technology varies from school to school. While some schools are 1:1 with computers for students, other schools have limited computers for student use.

©2019 EAB Global, Inc. • All Rights Reserved

Continuity of Study

Consider Middle School Feeder Patterns and K-12 World Language Articulation to Ensure Continuity of Study

Administrators at **District G**, a large school district with over 90 elementary schools, highlight the significant challenge of aligning elementary world language programs with middle school feeder patterns across the district. At District G, not every elementary school offers world language programs and each middle school chooses which language they offer based on the interest of their school community. Additionally, quality of world language instruction and time allocated to instruction varies across the district, and students therefore arrive at middle schools with varying levels of proficiency.

These two complications pose challenges to ensuring continuity of world language study. Continuity of study proves crucial to target language acquisition and proficiency. Administrators at District G recommend carefully considering middle school feeder patterns when expanding or mandating elementary world language programs.

Example of Middle School Continuity Challenge and Solutions at Profiled Districts

Problem	*Solution*
Middle School Does Not Offer Elementary Language	**Work Closely with Middle School Administrators to Create World Language Programs in FLEX/FLES Target Languages**
Elementary students complete some FLES in Spanish but then continue to a middle school that exclusively offers French. Three elementary schools with different FLES programs feed into one middle school: the first elementary school offers French, the second offers Spanish, and the third does not offer a language.	At **District A**, district administrators prompt middle school administrators to consider how rising middle school students participating in an elementary world language program can continue their studies at the conclusion of elementary school. • If the middle school does not yet offer a world language program or does not offer a language that students at a feeder elementary school study, district administrators will work closely with middle school administrators to create continuity of study plans to accommodate all students. • Contacts note that one middle school currently receives students from elementary schools that offer different target languages (i.e., French and Spanish), so middle school administrators created a world language program in each language to accommodate those students. • Contacts describe that as more elementary schools implement world language programs, more middle schools will develop world language programs as well.
Students Enter Middle School with Varied Proficiency	**Develop Different Skill-Level Tracks for World Language Programs**
Students enter middle school in the same beginner French program at varying levels of proficiency and experience, which complicates world language instruction and can hinder student progress.	Once the middle school world language program offerings align to those offered at feeder elementary schools, administrators can consider creating leveled tracks to mitigate the challenge of varying student proficiencies. **District F** assesses its students at the end of elementary school to determine if the student belongs in an on-level track or an advanced track upon entering middle school. • At the end of grade five, students take the speaking and listening oral language comprehension portion of the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL). • Students must attain a Novice 3 (i.e., Novice Mid) level (in addition to a B- in their class) in order to be recommended for an advanced track in grade six. (Native speakers of the target language do not take this test; they enter a different track in grade six.)

©2019 EAB Global, Inc. • All Rights Reserved

Offer Guidance to Support Students When Choosing Middle School Language

World language administrators at **District E** meet with fifth grade students each year to discuss the world language opportunities available to students in middle schools. Students may continue in Spanish or change to French, and all students can add Chinese to either program (i.e., a student may take Spanish and Chinese or French and Chinese). District administrators describe how sixth grade students can make choices related to their course schedule including which language to study.

Administrators encourage students to take the language that interests them without regard to their friends' choices and describe the opportunities that accompany world language study, such as exchange programs and community engagement projects. Administrators hope students choose languages that they intend to study through graduation and ultimately achieve biliteracy in two or more languages.

©2019 EAB Global, Inc. • All Rights Reserved

3) Overview of Profiled Models

FLES

Administrators at *District A* Recently Expanded FLES to Encourage Student Biliteracy

In 2013, administrators at **District A** explored elementary world language program models through a comprehensive report that presented an overview of the literature that supports early second language acquisition, described the three core models of elementary world language education (i.e., FLEX, FLES, and immersion), and compared cost analyses of each model.

Administrators created an eight-year expansion plan and three-step planning process to bring FLES instruction to elementary schools around the county. While school administrators make many programmatic decisions related to FLES, district administrators set firm guidelines for FLES programs. School administrators interested in launching FLES programs must align their program to the district administrator's guidelines of at least 90 minutes of instruction per week.

Overview of FLES at *District A*

Grades Receiving FLES Instruction

- Kindergarten through grade five

Language Offered through FLES

- Spanish
- French

Instructional Minutes

- 20 to 45 minutes per class
- Classes meet two to five times per week
- Total instructional time of 90-120 minutes per week

Goals

- Proficiency Goals: Novice High
- Intercultural Goals: Aligned with ACTFL's World-Readiness Standards

©2019 EAB Global, Inc. • All Rights Reserved

Administrators at *District E* Offer FLES to Cultivate Lifelong Language Learning

Administrators at **District E** chose a FLES program to promote students' enjoyment of language learning and cultivate lifelong language learners. Due to the need to ensure adequate teacher planning time in first grade, administrators offer a shorter meeting time for students in first grade. In grades two through five, however, instructional minutes increase to promote language acquisition.

World language administrators hope to expand the FLES program to all kindergarten classrooms with support from teachers and district administrators. Contacts note that, ideally, kindergarten and first grade students should receive the same number of instructional minutes as their peers in grades two through five.

Overview of FLES at *District E*

Grades Receiving FLES Instruction

- Kindergarten through grade five

Language Offered through FLES

- Spanish

Instructional Minutes

- 25 minutes per class
- Classes meet twice per week in grade one and three times per week in grades two through five
- Total instructional time of 50-75 minutes per week

Goals

- Proficiency Goals: Novice High
- Intercultural Goals: Aligned with ACTFL's World-Readiness Standards

District E' world language program successfully helps numerous students reach their desired level of proficiency in a target language, as 182 twelfth grade students received the Seal of Biliteracy in 2018—**one of the highest numbers for any district in the state.**

©2019 EAB Global, Inc. • All Rights Reserved

Administrators at *District H* Offer FLES to Promote Achievement of High Proficiency Goals

Administrators at **District H** strive for students to achieve high proficiency goals and therefore encourage schools to allocate ample time for world language instruction. Administrators encourage district schools to offer world language programs to elementary school students that meet for at least 90 minutes per week to achieve FLES status. However, contacts note that actual implementation of this guideline varies greatly across the district, as school leaders ultimately choose how they administer the district's guidelines for FLES. Only 16 schools out of over 85 elementary schools offer an elementary world language program.

District administrators would like to expand the world language program and increase proficiency targets by offering a FLES program that meets for at least 120 minutes per week, but administrators struggle to convince school leaders that world language should be allocated significant instructional time.

Overview of FLES at *District H*

Grades Receiving FLES Instruction

- Kindergarten through grade five

Language Offered through FLES

- Spanish
- Chinese
- French
- Latin (in combination with either Spanish or Chinese)

Instructional Minutes

- 20-45 minutes per class
- Classes meet two to five times per week
- Total instructional time of 90 minutes per week

Goals

- Proficiency Goals: Novice High
- Intercultural Goals: Aligned with ACTFL's World-Readiness Standards

©2019 EAB Global, Inc. • All Rights Reserved

Administrators at *District B* Do Not Provide Many FLEX Programs Due to the Popularity of Immersion Programs

Administrators at **District B** choose not to provide large-scale FLEX programs in favor of providing immersion programs across the district. Even though the district is one of the largest school districts in the state, administrators offer just three FLEX programs: two Spanish FLEX programs at two charter schools and one Mandarin Chinese FLEX program for non-immersion students in one of the district's immersion schools. Contacts note that as immersion programs expand across the district, the FLEX programs decrease in size.

Overview of FLEX at *District B*

Grades Receiving FLEX Instruction

- Grade one through grade five

Language Offered through FLEX

- Spanish
- Chinese

Instructional Minutes

- 20 minutes per class
- Classes meet three days each week
- Total instructional time of 60 minutes per week

Goals

- Proficiency Goals: Contacts did not provide this information.
- Intercultural Goals: Aligned with ACTFL's World-Readiness Standards

©2019 EAB Global, Inc. • All Rights Reserved

Administrators at *District C* Offer FLEX Programs Due to Budget Constraints

Prior to the 2018-2019 academic year, administrators at **District C** offered world language programs for elementary school students that met for 90 minutes per week and classified their program as a FLES program. This year, however, administrators changed the policy to allow district schools to offer world language classes to elementary students that meet for just 60 minutes per week, shifting the classification of the program to FLEX.

Contacts note that the district faced a challenging budget year and school leaders across the district sought cost savings in the world language program. Despite the change in instructional time allocation, the district's FLEX program still occurs during the regular school day. School administrators at about half of the elementary schools offer a 60-minute per week FLEX program while the other half continue to offer a 90-minute per week FLES program. District administrators strongly suggest schools offer the 90-minute per week FLES program to promote target language acquisition.

Overview of FLEX at *District C*

Grades Receiving FLEX Instruction

- Kindergarten through grade five

Language Offered through FLEX

- Spanish

Instructional Minutes

- 20-40 minutes per class
- Classes meet two to three times per week
- Total instructional time of 60 to 90 minutes per week

Goals

- Proficiency Goals: Novice Mid
- Intercultural Goals: District-designed goals including:
    - Students will understand that knowledge of culture drives meaningful communication.
    - Students will understand how perspectives, practices and products of a people define their culture.
    - Students will understand that culture and language are interrelated and influence how people behave.
    - Students will understand that culture and language evolve and are bound by people, time and place.

©2019 EAB Global, Inc. • All Rights Reserved

Administrators at *District D* Offer FLEX Programs to Encourage Language and Culture Exploration

District administrators at **District D** mandate schools offer at least 45 minutes of in-school FLEX instruction per week, though administrators encourage schools to offer as much time as possible. District D operates a decentralized school management model which allows school administrators the autonomy and flexibility to implement district recommendations to the extent that suits the needs of their school communities.

District administrators do require schools with FLEX programs to continuously offer at least one world language to encourage students to study an additional language throughout their educational journey. While most schools offer just 45 minutes of FLEX per week, a few schools offer as many as 90 minutes per week. Contacts at District D note that schools that follow only the minimum elementary world language requirements primarily do so because of budget constraints. District administrators acknowledge that 45 minutes per week limits students' language acquisition and choose to focus their FLEX program on linguistic and cultural exploration instead of biliteracy.

Overview of FLEX at *District D*

Grades Receiving FLEX Instruction

- Kindergarten through grade five

Languages Offered through FLEX

- Spanish
- French
- Chinese
- Arabic

Instructional Minutes

- 30 to 45 minutes per class
- Classes meet one to three times per week
- Total instructional time of 45 to 90 minutes per week

Goals

- Proficiency Goals: Novice High
- Intercultural Goals: Aligned with ACTFL's World-Readiness Goals

©2019 EAB Global, Inc. • All Rights Reserved

Administrators at *District G* Offer Few FLEX Programs and Prefer Immersion Programs

Administrators at **District G** offer non-immersive world language programs in only 10 of the 80 elementary schools across the district due to budget constraints, growing interest in immersion models, and logistical complexities of managing FLEX programs across the district. In the schools with elementary world language programs, students receive approximately 40-50 minutes once per cycle (i.e., every five to eight days depending on the school). Contacts note that while 40-50 minutes of language instruction does not promote language acquisition, budget constraints prevent schools from dedicating additional staff and instructional minutes to the FLEX program.

Overview of FLEX at *District G*

Grades Receiving FLEX Instruction

- Kindergarten through grade five

Languages Offered through FLEX

- Spanish
- French
- Korean

Instructional Minutes

- 40 to 50 minutes per class
- Classes meet once per cycle (i.e., every five to eight days depending on the school)
- Total instruction time of 40-50 minutes per week

Goals

- Proficiency Goals: Novice High
- Intercultural Goals: Aligned with ACTFL's World-Readiness Standards

©2019 EAB Global, Inc. • All Rights Reserved

Grade-Based Progression FLES

Administrators at *District F* Offer a Progression Model for Increased Flexibility

Administrators at **District F** recognize the importance of biliteracy while also recognizing the importance of curricular flexibility. District administrators and the school board support early language acquisition and choose to dedicate enough instructional time to support students' achievement of proficiency goals. Each elementary school in the district offers a grade-based time progression FLES model. Of the 11 elementary schools in the district, seven traditional (i.e., non-magnet) schools offer FLES beginning in grade three while four magnet schools offer FLES beginning in kindergarten. Contacts cite the need to allot more time to extended literacy blocks in kindergarten through grade two as the primary driving factor to offering the progression-based FLES model.

Overview of FLES at *District F*

Grades Receiving FLES Instruction

- Kindergarten for magnet schools, grade three for others, through grade five

Language Offered through FLES

- Spanish

Instructional Minutes

Instructional minutes increase from 50 minutes per week to 100 minutes per week between kindergarten and grade five:

- Kindergarten: 50 minutes per week (only in magnet schools)
- Grade One: 60 minutes per week (only in magnet schools)
- Grade Two: 75 minutes per week (only in magnet schools)
- Grade Three: 80 minutes per week
- Grades Four and Five: 100 minutes per week

Goals

- Proficiency Goals: Novice High
- Intercultural Goals: Aligned with ACTFL's World-Readiness Standards

©2019 EAB Global, Inc. • All Rights Reserved

Administrators at *District I* Offer a Progression Model to Serve Diverse Needs of Students

Administrators at **District I** chose to implement a progression model to best serve the world language needs of students in all grades. Primary schools at the district serve students in kindergarten through grade eight. This grade span minimizes the complexities of FLES language continuity through middle school and provides up to nine years of consistent FLES instruction.

Kindergarten students' developmental needs differ from the needs of eighth grade students, and so administrators sought an elementary world language model that could serve all students. Because administrators provide students in grades six through eight with additional time in their schedules to dedicate to content areas, administrators increase the amount of time middle school students spend in world language courses. School-level administrators create the schedule for FLES programs, but district administrators suggest a minimum number of instructional minutes for each grade level.

Overview of FLES at *District I*

Grades Receiving FLES Instruction

- Kindergarten through grade eight

Languages Offered through FLES

- Spanish (K-8)
- Mandarin (K-8)
- French (6-8)

Instructional Minutes

Instructional minutes increase from 60 minutes per week to 90 minutes per week between kindergarten and grade five:

- Kindergarten through Grade Two: 60 minutes per week
- Grades Three through Five: 90 minutes per week
- Grades Six through Eight: 135 minutes per week

Goals

- Proficiency Goals: Novice High
- Intercultural Goals: Aligned with ACTFL's World-Readiness Standards

©2019 EAB Global, Inc. • All Rights Reserved

4) Implementation and Administration

Resources

Effective and Impactful Elementary World Language Instruction Requires Significant Resources

District administrators with the goal of biliteracy by grade twelve must heavily invest, in terms of time and resources, in comprehensive elementary world language models. Administrators at **District D** note that a key challenge in implementing a successful elementary world language program is effective investment in a model that promotes student growth and target language progression. While exposure to multiple languages and cultures does show some benefit to students, biliteracy remains an important skill that can shape a student's learning habits and expand their cultural point-of-view.

A commitment to biliteracy requires significant financial investment to expand world language staff capacity across the entire district. Even at districts with significant board support, such as **District F**, administrators often face challenges in securing the necessary financial resources to achieve the target goals of the elementary world language program. Ongoing advocacy at administrator and school board meetings and tracking outcomes to present to stakeholders can help garner support to dedicate resources to elementary world language programs.

Allocating Appropriate Time for Effective World Language Instruction Remains Key Challenge at Profiled Districts

Administrators at profiled districts cite allocating instructional minutes to elementary world language instruction as a main challenge to realizing biliteracy benefits each year. Contacts at **District C** note that they would like to offer a FLES program for at least 90 minutes per week of three, 30-minute classroom sections as aligned with ACTFL's recommendations, but budget shortfalls led to cuts in the FLES program.

Administrators at **District D** and **District A** report that school-level administrators often struggle to dedicate instructional minutes to elementary world language programs given the required instructional commitments to core subjects (e.g., extended literacy blocks) and teacher planning and preparation time. At District A, contacts note that while most schools begin kindergarten students in 120 minutes of FLES, most schools reduce instructional time to 90 minutes by third grade to make room for core content instruction.

Even when the cumulative number of instructional minutes remains the same, some administrators express continued concern over scheduling changes that reduce the number of class meetings in a given week. In response to the persistent scheduling challenge, school administrators at **District I** proposed altering the K-2 FLES schedule to shift from 20 minutes of instruction three times each week to 30 minutes twice a week. World language contacts at the district would prefer FLES classes meet more frequently to ensure consistent and ongoing practice of the target language, but other district and school administrators chose to change the schedule despite recommendations from world language staff.

©2019 EAB Global, Inc. • All Rights Reserved

Develop Thorough Implementation Processes to Prevent Over-Expansion

Administrators at large school districts should be cautious of expanding, re-designing, and implementing elementary world language programs too quickly. Program quality diminishes without consistent leadership, clearly defined goals, and processes for implementation across the district.

To prevent diminished program quality while promoting expansion of the district's FLES program, administrators at **District A** created an eight-year expansion plan and three-step planning process to bring FLES instruction to elementary schools around the county. While school administrators make many programmatic decisions related to elementary world language program offerings, district administrators do offer extensive support to schools interested in launching a program.

FLES Implementation Planning Process at *District A*

Year One: Research

- School administrators work with their communities to identify interest in language programs, including selecting a language to offer.
- School administrators may also engage in a book study, review existing literature on world language programs, or visit other schools with elementary world language programs.
- District administrators require school leaders to work with their local communities as much as possible during the research phase to explore which target languages interest the community and how the community envisions an elementary world language program.

Year Two: Planning

- School administrators attend the state foreign language association conference to learn more about world language programs across the state, attend professional development sessions, and discuss their vision for the elementary world language program with others.
- School administrators formalize their choice of target language and advertise the program once their budget is approved.
- An elementary world language teacher makes sure that curriculum maps align with core content themes.

Year Three: Implementation

- School administrators launch the elementary world language program in kindergarten and grade one, and plan to add another grade level each year of implementation, through grade five.

The three-year planning process assures district administrators of a firm commitment from school leaders and the school community to provide world language programs for elementary school students, as the planning process secures buy-in from all stakeholders to integrate the program into the curricula.

©2019 EAB Global, Inc. • All Rights Reserved

World language administrators at District A meet with elementary school leaders once per month during the first and second years to teach school leaders how to gain support from their school communities. District and school administrators create communication strategies to engage the Parent-Teacher Organization, teachers, and the parent community. Communication strategies include reading materials on the benefits of biliteracy and early language learning, and these strategies help set expectations about the elementary world language program and its benefits.

Allocate Elementary World Language Staff Based on Enrollment

Administrators at profiled districts typically hire certified world language teachers based on annual enrollment of elementary students. World language teachers provide either push-in or pull-out instruction based on the needs of schools.

Staffing of Elementary World Language Programs at Profiled Districts

Number of Staff

Administrators at profiled districts allocate staffing for FLEX/FLES programs based on the number of students enrolled in the elementary school and instructional minutes allocated to world language.

- Schools may offer part-time positions to world language teachers, and instructors may accept two part-time positions in the district to maintain full-time employment.
- Schools may share teachers based on staffing allocations at each school (i.e., a teacher may be a part-time employee at two different schools).
- Administrators at **District A** allocate one teacher per approximately 450 students, which disincentivizes schools from over-expanding their FLES program and offering more than one language.

Grades Taught

Elementary world language teachers at profiled districts typically instruct courses across multiple grades based on enrollment needs.

Push-In/Pull-Out Instruction

Elementary world language teachers either travel to classrooms to push-in with world language instruction or operate their own classroom. This decision usually depends on classroom availability and space restrictions at each school.

Certifications

At all profiled districts, elementary world language teachers must be certified teachers in the target language.

- Contacts note that some teachers will bring additional certifications in primary instruction (e.g., certified in elementary instruction), but a teaching certification in the target language is the core requirement.
- Contacts at **District H** note that the district hired uncertified bilingual instructors for their FLES programs prior to 2018. After an audit from the state government and a close evaluation of teacher effectiveness, administrators chose to replace those uncertified instructors with teachers certified in instruction in the target language.

©2019 EAB Global, Inc. • All Rights Reserved

Teacher Shortages Remain a Persistent Challenge

Administrators at profiled districts cite teacher shortages as one of the major challenges in offering a district-wide elementary world language program. While the education system generally experiences teacher and substitute shortages, the shortage of licensed, bilingual educators is particularly acute. Contacts at all profiled districts note that while they would like to expand their FLEX/FLES programs and increase proficiency targets, they struggle to hire qualified teachers for their elementary world language programs and so focus on retention tactics to mitigate this concern.

Professional Development

Create Professional Development Opportunities for Elementary World Language Teachers to Promote Cross-District Knowledge Sharing

To improve teacher retention, administrators at profiled districts recommend strategies for ensuring ongoing development and support of their elementary world language teachers, including district-wide professional development days for all FLEX/FLES teachers to network and learn from each other. There is often only a few elementary world language teachers in each school, reducing their ability to collaborate and share best practices with each other. Frequent opportunities should exist for elementary world language teachers to network and share classroom strategies specific to elementary world language instruction. Administrators should convene world language teachers across the district and offer a variety of professional development experiences that cover a wide range of themes relevant to elementary world language teachers.

Topics and Opportunities for Professional Development for World Language Teachers

Adapted from Guiding Principles for Dual Language Education[12]

Topics of Focus

- Materials and resources
- Assessment
- Development of language skills in the target language
- Elementary world language theory and models
- Second language acquisition
- Language pedagogy and curriculum
- Biliteracy development

Development Opportunities

- Collaborations with district middle and high schools
- Mentoring opportunities
- Partnerships with university teacher training programs

12) Howard, Elizabeth R. *Guiding principles for dual language education*. Washington D.C.: Center for Applied Linguistics, 2007. Print.

©2019 EAB Global, Inc. • All Rights Reserved

Effective professional development trainings for world language teachers offer consistent and frequent opportunities for collaboration and skill-building in themes and strategies relevant to world language instruction. Administrators should also consider collaborating with elementary world language professional organizations, including the National Network for Early Language Learning (NNELL) as well as both regional and state foreign language associations to create learning opportunities unique to elementary world language teachers.

Characteristics of Effective Professional Development for World Language Teachers

Collaboration

At **District E**, elementary world language teachers meet frequently for professional development and networking. Teachers meet for full-day sessions in the summer, fall, and spring, and half-day meetings occur each Wednesday. World language administrators recently chose to maximize all department-wide meetings as skill-building opportunities by moving away from agenda-based informational meetings. District administrators encourage teachers to work together to create lesson plans, plan district-wide and community events, and troubleshoot shared challenges.

Relevant Skill Development

Contacts at **District H** note the importance of teacher certification in ACTFL's Modified Oral Proficiency Interviews (MOPIs) when a district implements proficiency targets for students. Proficiency-based curricula can be challenging to master for teachers, and many teachers graduate college without fully understanding proficiency-based models and assessments. Administrators at District H offer MOPI training each year, or teachers can attend an ACTFL training elsewhere.

Consistency

Administrators at **District H** offer many professional development trainings for elementary world language teachers. Administrators often bring external experts in elementary world language education to the district to discuss their expertise with district staff. District administrators also often host re-certification or ongoing education trainings for teachers, including various workshops from ACTFL. Contacts note that consistent professional development helps retain teachers and promotes long-term engagement and success.

Ensure Professional Development Is Interactive and Skills-Based to Promote Engagement

To create relevant and impactful professional learning opportunities related to elementary world language teachers, administrators should consider creating interactive and skill-oriented professional development. Informative professional learning can help staff establish baseline knowledge about a topic and should be used to introduce new strategies and topics. However, teachers and staff will likely struggle to make classroom-level adjustments to their teaching practices without concrete strategies that they can bring back to their classrooms. Through technology, partnerships, and creative approaches, district administrators can create engaging professional development opportunities for world language teachers and staff.

©2019 EAB Global, Inc. • All Rights Reserved

Interactive and Engaging Professional Development Strategies

- ☑ Collaborative inquiry
- ☑ Case studies
- ☑ Simulations
- ☑ Group dialogue and discussion
- ☑ Panel discussions
- ☑ Self-reflection and discussion
- ☑ Off-site workshops
- ☑ Classroom observations
- ☑ Book studies
- ☑ Participative online training
- ☑ Round tables
- ☑ Peer-led workshops

Accessibility

Tailor Lessons to Meet Students' Diverse World Language Instructional Needs

While contacts at profiled districts note that teachers may find it challenging to maintain accessibility for all levels of language learners during elementary world language instruction, FLEX/FLES teachers at profiled districts incorporate personalized instruction into a variety of teaching methods.

Contacts at **District A** note that teachers will build-in content and activities that can be adapted to meet students' language proficiency needs. The co-taught world language classes encouraged by district administrators also support students at varying levels of proficiency, as the classroom teacher can work with students with low proficiency while the FLES instructor can work with students with higher proficiency.

Creatively Engage Native Speakers to Promote Language Development and Leadership

During FLEX classes, world language teachers at **District C** often divide the class into native speakers and non-native speakers to best serve the needs of both groups. Native speakers receive more advanced instruction and materials while non-native speakers receive beginner instruction. This strategy allows the teacher to tailor lessons to both student populations and keep all students engaged with the FLEX curricula.

Contacts at **District A** note that teachers often ask native speakers to step up as leaders during FLES classes, which empowers students to use their language skills to assist their classmates in communicating in the target language. This strategy also keeps native speakers engaged with the curriculum even if their language skills are more advanced than their classmates.

Once students at **District F** enter middle school, the district provides multiple levels of world language classes, including an on-level track, an advanced track, and a track for native speakers, allowing these native speakers to advance in their study of the language.

©2019 EAB Global, Inc. • All Rights Reserved

Offer Summer Enrichment Opportunities to Help Students with Lower Proficiency Prepare for the Upcoming School Year

Administrators at **District E** offer summer camps in world language instruction to better prepare students for future world language courses. These summer camps, offered for three weeks each summer, serve as remedial instruction to students new to the district or exploratory enrichment for curious students. Administrators operate camps in both Spanish and French, even though the FLES program only offers Spanish as the target language. Administrators use the French summer camp to promote the middle school French language program. Elementary students interested in the French program can enroll in the French summer camp to begin to learn the language before they start middle school.

Deliver Accelerated World Language Programs in the Summer to Provide Equitable Access to Middle School Language Programs

After one kindergarten through grade five magnet school at **District E** implemented a Chinese FLES program, administrators created a middle school Chinese program to provide a continuous path of study for those students. To provide equitable opportunities to all students, administrators opened the Chinese middle school program to all students regardless of their FLES target language. Students who do not attend the magnet school may add Chinese to their Spanish studies in grade six, but they must attend a four-week accelerated summer language program to become acclimated to the Chinese language prior to the school year.

Assessment and Outcomes

Administrators at Profiled Districts Use ACTFL's Can-Do Statements to Assess Student Progress Towards Proficiency

Students in elementary world language programs at most profiled districts receive report card grades for their participation in FLEX/FLES programs. Teachers use the ACTFL can-do statements and observational assessments to gauge student progress towards proficiency in the target language. At **District A**, FLES teachers use informal, observational assessment measures. Contacts note that due to high student-to-teacher ratios for elementary world language programs, teachers cannot dedicate time to personalized assessment measures for all students.

At **District G** and **District H**, teachers create their own assessments to gauge students' progression towards target language proficiency goals. The assessments, typically integrated performance assessments (IPAs), include three core tasks (i.e., interpersonal, interpretive, and presentational) centered around a common theme or project. Students receive grades on their report cards based on these assessments.

©2019 EAB Global, Inc. • All Rights Reserved

Administrators at Profiled Districts Administer Proficiency Exams in Fifth Grade to Gauge Student Skill

Administrators at most profiled districts use one of three proficiency exams to measure student skill in the target language. Administrators at most profiled districts, like **District E**, use proficiency exams to benchmark the districts' effectiveness in its FLES programs.

Proficiency Exam Vendors at Profiled Districts

Avant Standards-Based Measurement of Proficiency (STAMP)

Prior to 2017, administrators at **District C** used the AAPPL test to assess students' Spanish proficiency in fifth grade. Beginning in 2017, administrators replaced AAPPL with STAMP. Because of the high cost-per-student for the STAMP (i.e., approximately $17 per student), district administrators test half of the student population each year.

ACTFL's Assessment of Performance Toward Proficiency in Language (AAPPL)

Administrators at **District E** offer the AAPPL to fifth grade students in December, January, and February to minimize conflicts with other standardized testing. At **District F**, administrators use the AAPPL assessment to determine the middle school language track in which students should be placed.

Center for Applied Linguistics (CAL) Student Oral Proficiency Assessment (SOPA)

At **District I**, administrators previously used the SOPA to gauge student language acquisition in fifth grade. However, administrators moved away from the SOPA because they deemed the assessment too expensive, and world language teachers are currently developing their own assessment of students' interpersonal communication skills.

Administrators at **District I** recently transitioned away from the AAPPL and SOPA proficiency exams in favor of creating their own assessment of student skill. Contacts note the ideal assessment would be a simple conversation between teacher and student that would cover key themes, grammar, and vocabulary and assess a student's ability to communicate effectively.

Proficiency Expectations May Change if FLES Program Receives Fewer Resources

With the shift from FLES instruction at 90 minutes per week to FLEX instruction at 60 minutes per week due to budget constraints at many schools, administrators at **District C** remain concerned that student proficiency in the target language may decrease. Administrators intend to track student proficiency across schools to note if disparities arise between schools with FLES instruction and schools with FLEX instruction.

©2019 EAB Global, Inc. • All Rights Reserved

Outcomes Tracking Varies Widely Across Profiled Districts

At **District C**, **District G**, **District E**, and **District I**, district administrators track student proficiency outcomes and report outcomes to the school board through monitoring reports. At all other profiled districts, administrators do not monitor and report student performance in the elementary world language program at the district level. Contacts at these districts note that world language administrators do not have the time or staff to consistently collect data and report outcomes.

Reported outcomes vary widely, from approximately 30 percent of students achieving stated proficiency goals at District E, to 65-70 percent at District I, to 90 percent at District C.

Differing proficiency goals, assessment measures, timing of proficiency exams, and external demographic factors influence the outcomes reported at profiled districts. For example, the end of fifth grade proficiency goal at District C is Novice Mid, while at District I and District E the goal is Novice High.

Contacts at District E view the proportion of students achieving Novice High proficiency by grade five as a positive indicator of student performance. Contacts note that the district changed its proficiency goal from Novice Mid to Novice High a few years ago, which shifted the proportion of students achieving that goal. Contacts also point out that the outcomes are from their AAPPL exams administered in December of 2018, halfway through the students' final year of FLES.

In addition to differing proficiency goals, districts vary in their use of assessments and assessment focus—which may lead to the wide range of outcomes. Even districts that use the same assessment may choose to administer different components of that assessment. Specifically, District C employs both the Interpersonal Listening/Speaking as well as the Presentational Writing portions of the AAPPL, while many other districts employ only the Interpersonal Listening/Speaking component.

Consider Formal Evaluation of Elementary World Language Programs on a Regular Basis

Administrators at **District C** evaluate the district's elementary world language program every seven years. The evaluation process takes three years to complete, at which point a new evaluation with recommendations is produced to guide any curricular changes for the upcoming seven years. District community members, including staff from the district's assessment and evaluation office, world language staff, and parents, come together to shape the evaluation and discuss findings.

The first year of the planning process focuses on identifying information and data to collect from each school, and district administrators collect data during the second year. The development of the report and discussion of analyses occur during the third year, at which point the report is presented to the school board.

©2019 EAB Global, Inc. • All Rights Reserved

5) Garnering Support

Setting Expectations

Update the School Board with Monitoring Reports

Administrators at **District C**, **District F**, and **District G** present a monitoring report of the elementary world language programs every other year to the school board. These reports communicate developments in curricula and learning strategies. At **District C**, the reports discuss recent outcomes of elementary students in world language programs. The presentation also describes target language proficiency standards to remind board members of the reasonable expectations for student achievement in the target language. The presentation provides an opportunity for board members to ask clarifying questions to district world language leaders and for district administrators to discuss the effectiveness and legitimacy of elementary world language programs.

Set Proficiency Expectations with Parents and the School Board Through Clear District Communications

Contacts at profiled districts agree that ensuring ongoing support of elementary world language programs requires calibrating expectations of realistic proficiency attainment based on cumulative contact hours with the language, not years of study.

District administrators should create clear and thorough district communications that detail proficiency goals and selected models of elementary world language programs. Administrators should also confirm that all district communications regarding elementary world language programs maintain consistent messaging about the goals and model of the program across platforms, including in newsletters, websites and webpages, and social media. Contacts at **District I** note that parents typically turn to the district's world language website for information about elementary world language programs, and clear websites can help parents understand target language proficiency goals and expectations.

Administrators at profiled districts frequently hold public presentations and meetings for parents and the school community to learn about elementary world language programs offered in their districts. Contacts note that some parents hold unattainable expectations for their students in FLEX/FLES programs. Administrators can help temper those expectations by presenting the research and discussing expectations for elementary language learners.

Set Parents' Expectations During Parent Nights

At **District G**, administrators utilize parent nights and board meetings to present on proficiency definitions and the number of contact hours needed to reach certain proficiency levels. Twice a year, administrators present to parents the proficiency spectrum based on instructional time in the target language and the reasonable expectations they can hold for their children in the FLEX program. Administrators present alongside world language teachers to reinforce for parents the expectations that teachers set for their students.

©2019 EAB Global, Inc. • All Rights Reserved

Successful Elementary World Language Programs Require Consistent, Strong Leadership and Advocacy

Administrators at profiled districts emphasize the necessity of strong leadership and advocacy to ensure elementary world language programs meet district and national standards. Contacts at most profiled districts note that ongoing advocacy consistently emerges as a priority area for world language administrators. School board members, other district administrators, and parents need consistent updates about key developments and activities in elementary world language programs to realize the significance of the program.

Administrators at **District D** dedicate extra effort to promoting the world language program and increasing involvement with parent communities around budget season, when the program's scope is at risk of reduction due to budget deficits and cost savings efforts.

At **District E**, contacts note that even with the district's strong FLES program and widespread support, world language administrators frequently meet with other district administrators, the school board, and parents to sustain positive momentum with their world language program. World language administrators ensure that all district communications to the community include recent developments and outcomes of the elementary world language program.

Given the precarious budget situation for the last two years, administrators at **District C** meet with the budget committee to communicate the value of second language acquisition and importance of maintaining a budget for elementary world language programs. Contacts hope that the budget committee understands the benefits of language acquisition and works to maintain funding for FLEX/FLES teachers and adequate class time in the coming years.

World language administrators at **District H** struggle to gain widespread support for world language learning and the FLES program specifically. Because of a rapid increase in the population of English Language Learners (now 10 percent of the student population), district administrators, the school board, and teachers automatically equate world language learning with the English Language Learners program. Contacts note that ongoing advocacy remains a top priority for world language administrators, particularly in advocating for the benefits of FLES programs and the appropriate resources to support these programs.

Distribute Districtwide Collateral Featuring Relevant Research and Information for Easy Advocacy Outreach

To aid administrators and teachers in advocating for elementary world language instruction, world language administrators at **District H** created a helpful advocacy document that outlines the district's rationale for implementing world language programs. The document, only three pages long, describes five key arguments for world language instruction:

- Literacy Skills Are Built in World Language Classes
- Languages in the Local Workforce
- Learning Languages Supports Global Economics
- Language is a Factor in College and Career Readiness
- Language Learning Supports the City's Priorities

Beyond advocacy by world language administrators, contacts at **District D** highlight their strong community of world language teachers that consistently advocates for world language curricula and resources. The teacher community meets frequently to discuss improvements to the world language program across the district and promote increased instructional time dedicated to world language instruction.

©2019 EAB Global, Inc. • All Rights Reserved

Community Engagement

Create an Advisory Committee to Guide Curricular and Structural Changes to Elementary World Language Programs

Parents and community members at **District C** formed a World Language Advisory Committee to advocate for world language instruction across the district and provide recommendations to guide school board policies. Beyond guiding curricular changes, the advisory committee serves as a key opportunity to engage with parents around the district and helps garner support for elementary world language programs.

World Language Advisory Committee at *District C*

- District-wide committee
- Members include students, parents, and an administrator
- Committee recommends changes to the district's world language program every two years.
    - First, the committee presents program needs to the Advisory Committee for Curriculum and Instruction.
    - Then, the committee presents finalized recommendations to the school board.

Plan District-Wide Events That Celebrate Language Learning to Gain Support for Elementary World Language Programs

Administrators at profiled districts engage the community through a variety of events, presentations, and showcases of student talent to build support for elementary world language programs.

The world language student showcase consistently proves to be the most popular community event at profiled districts. Each year, administrators at **District D** organize a World Language Festival to showcase student progress towards proficiency goals and intercultural competencies. At **District E**, elementary world language teachers create a class-wide project to help students connect their language skills to their community for the district's annual student showcase. The district also hosts an annual fifth grade Spanish spelling bee to celebrate students' world language achievements.

At **District C**, the district participates in National Foreign Language Week in March by hosting a World Language and Diversity Celebration. The 2019 celebration included two key events: a documentary viewing with a corresponding facilitated discussion and a showcasing of world language students' performances. Administrators at **District H** plan a similar event every year to celebrate the diversity of languages spoken and taught at the district.

©2019 EAB Global, Inc. • All Rights Reserved

6) Research Methodology

Project Challenge

Leadership at the member district approached the Forum with the following questions:

1. What model do administrators at contact districts employ for their non-immersion, elementary world language program?
    a. Why did administrators at contact districts choose this model?
    b. When did administrators at contact districts implement this model?
    c. How do administrators at contact districts ensure their model is accessible for all levels of learners?
2. How do administrators at contact districts structure their world language program?
    a. How often and for how long do language classes meet at contact districts?
    b. Which languages do contact districts offer?
    c. Do contact districts offer more than one language in each school?
3. How do district administrators at contact districts staff their world language program?
4. Do administrators at contact districts employ technology in the classroom to further and diversify learning? If so, what types of technology do contact districts use?
5. What target language proficiency goals do administrators at contact districts set for the world language program?
6. What intercultural competency goals do administrators at contact districts set for the world language program?
7. What assessment measures do administrators at contact districts use and what are their outcomes?
8. Have world language programs at contact districts met these goals?
9. How do administrators at contact districts track student outcomes related to world language programs?
10. How do administrators at contact districts garner support for world language programs from parents and the school board?
11. What challenges have administrators at contact districts encountered during the implementation and administration of their world language program?

©2019 EAB Global, Inc. • All Rights Reserved

Project Sources

The Forum consulted the following sources for this report:

- EAB's internal and online research libraries (eab.com)
- National Center for Education Statistics (NCES) (http://nces.ed.gov/)
- American Council for the Teaching of Foreign Languages. 2012. *ACTFL Performance Descriptions for Language Learners.*
- American Council for the Teaching of Foreign Languages. 2012. *ACTFL Proficiency Guidelines*.
- American Council for the Teaching of Foreign Languages. "Use of Target Language in Language Learning." Accessed March 25, 2019. https://www.actfl.org/guiding-principles/use-target-language-language-learning
- American Council on the Teaching of Foreign Languages, "What the Research Shows," https://www.actfl.org/advocacy/what-the-research-shows
- Bauer, Eurydice B. and Soria E. Colomer. 2017. *Biliteracy*.
- Curtain, Helena I. and Carol Ann A. Dahlberg. 2016. *Languages and Learners: Making the Match: World Language Instruction in K-8 Classrooms and Beyond.* 5th ed.
- Howard, Elizabeth R. *Guiding principles for dual language education*. Washington D.C.: Center for Applied Linguistics, 2007. Print.
- The National Standards Collaborative Board. 2015. *World-Readiness Standards for Learning Languages*. 4th ed. Alexandria, VA: Author.
- Virginia Department of Education. 2015. *Implementing the Foreign Language Standards of Learning in Virginia Classrooms: A Guide for Teachers*.

Research Parameters

The Forum interviewed district-level world language administrators.

A Guide to Districts Profiled in this Brief

Institution	Location	Approximate Enrollment
District A	Mid-Atlantic	7,800
District B	Pacific West	50,000
District C	Mid-Atlantic	28,000
District D	Mid-Atlantic	47,500
District E	Northeast	6,000
District F	Northeast	9,100
District G	South	178,800
District H	South	101,000
District I	Northeast	7,800

©2019 EAB Global, Inc. • All Rights Reserved