



**World Language
Pilot Program
Grants**

May 2010

**Report
To the
Legislature**

**As required by
Minn. Laws 2007
Regular Session
Chapter 146
Article 2
Section 38**

COMMISSIONER:

Alice Seagren

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Upon request, this report can be made available in alternative formats.

ESTIMATED COST OF PREPARING THIS REPORT

This report provides information which is maintained and published as Minnesota Rules by the Office of Revisor of Statutes as a part of its normal business functions. Therefore, the cost information reported below does not include the cost of gathering the data but rather is limited to the estimated cost of actually analyzing the data, determining recommendations, and preparing this report document.

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This report will be available to the public on the Minnesota Department of Education Website: <http://education.state.mn.us>

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WORLD LANGUAGE PILOT PROGRAM GRANTS

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Purpose and Executive Summary

The 2007 Minnesota Legislature allocated \$500,000 for World Language Pilot Program Grants to create or to build existing programs in order to develop sustainable, high-quality model world language opportunities. The legislation mandated one pilot program in Chinese Language, one in American Indian Language, and three K-8 programs with no specific language requirement. Each grantee received up to \$100,000 for fiscal year 2008 and fiscal year 2009. Each grantee completed products, or plans, still in use on site. Projects were shared with other schools across Minnesota. Reports from each project are in the appendices of this report.

World Language Pilot Grants - Completed Projects

Fridley Public Schools – Appendix A

The school district partnered with Concordia Language Villages to create Chinese language immersion experiences both inside and outside of the classroom. Interdisciplinary teacher teams created modules that combined five levels of language learning with math, science, humanities, English and physical education concepts. The project culminated with the urban students doing three days of immersion activities at Wilder Forest in Marine on the St. Croix. Older, more advanced language students mentored younger students through the activities.

Minneapolis Public Schools – Appendix B

The Minneapolis project extended the high school Arabic program to the middle grades. There are no published Arabic curriculums designed for this age group, so resources were spent in writing original curriculum and creating materials. District personnel attended a regional language conference where they were able to network with budding Arabic programs in other states. The entire student population of Sanford Middle School engaged in storytelling, art, calligraphy, music and language activities during “Discover Arabic Week” designed to bring awareness and appreciation of the local diverse community and to spark student interest to sign up for the Arabic class.

Yinghua Academy – Appendix C

Yinghua Academy is the first Chinese elementary immersion program in the Midwest. The Minnesota World Language Pilot Grant enabled Yinghua to conduct a thorough review and revision of their curriculum. Developing literacy in Mandarin Chinese is a unique challenge. An age-appropriate assessment to measure literacy development for immersion language learners did not exist. One of the grant projects created assessments in literacy development, mathematics and science. The faculty participated in professional development activities and hosted a curriculum conference for K-6 Chinese teachers and school administrators.

Twin Cities German Immersion School – Appendix D

The Minnesota World Language Pilot Grant provided the resources to create thematic curriculum kits to teach the German language in art, music, science and physical education of grades K-4. Understanding the language used in academic contexts results in higher student achievement in these content areas for students in an immersion setting. The project design can be replicated in other languages.

A Report on the WORLD LANGUAGE PILOT PROGRAM GRANTS

The 2007 Minnesota Legislature allocated \$500,000 for World Language Pilot Program Grants to create or to build upon existing programs in order to develop sustainable, high-quality model world language opportunities. The legislation mandated one pilot program in Chinese Language, one in American Indian Language, and three K-8 programs with no specific language requirement. Each grantee received up to \$100,000 for fiscal year 2008 and fiscal year 2009.

Legislative Requirement

In compliance with the Minnesota Education Act 2007, Chapter 146, Article 2, Subdivision 38, the Minnesota Department of Education awarded five world language pilot program grants to school districts and schools for the purpose of either starting new programs or expanding upon existing ones.

Minnesota Education Act 2007, Chapter 146, Article 2, Subdivision 38, states:

World Language Pilot Program Grants

(a) A pilot program awarding five world languages grants to interested and qualified school sites and school districts is established for fiscal years 2008 and 2009 to develop and implement sustainable, high-quality model world languages programs and to enhance existing world languages programs at various grade levels for students in kindergarten through grade 12. Program participants must simultaneously support both non-English language learners in maintaining their native language while mastering English and native English speakers in learning other languages.

(b) Interested school sites and school districts must apply to the commissioner of education in the form and manner the commissioner determines. The application must indicate whether the applicant intends to develop a new world language program or expand an existing world languages program and whether the applicant intends to offer more intensive programs or programs that are readily accessible to larger numbers of students. Applicants must agree to disseminate information about their programs to interested school sites and school districts.

(c) The commissioner must award grants to qualified applicants that satisfy the requirements in paragraphs (a) and (b). To the extent there are qualified applicants, the commissioner must award grants to qualified applicants on an equitable geographic basis to the extent feasible. The commissioner must award three grants to kindergarten through grade 8 sites, one grant to a qualified site interested in developing or enhancing a sustainable Mandarin Chinese program, and one grant to an indigenous American Indian world languages program. Grantees must expend the grant consistent with the content of their application and this section.

(d) The commissioner shall provide for an evaluation of the grantees to identify exemplary model world languages programs and the staff development needs of world language teachers and report the findings of the evaluation to the education policy and finance committee of the Legislature by February 15, 2010.

World Language Grant Projects

Cass Lake–Bena Public Schools

Ojibwe Language Pilot Program

Cass Lake-Bena Public Schools submitted a grant proposal that was approved for funding. The district ultimately decided not to implement their proposed grant projects. No grant activities were completed.

Fridley Public Schools

Interdisciplinary Chinese Experiential Learning Days

Chinese students in five levels of study were able to step away from the textbooks and learn Chinese language through hands-on language and culture immersion experiences. An interdisciplinary team of Fridley teachers (world language, math, science, humanities, English, and physical education) created learning modules for five levels of language. One of their goals was to create immersion experiences inside and outside of the classroom that assist in addressing issues related to students of poverty, in particular increasing cultural capital through experiential learning and mentorship.

Fridley Schools collaborated with Concordia Language Villages (www.concordialanguagevillages.org) to hold three immersion days at Wilder Forest in Marine on the St. Croix. The interdisciplinary language activity modules filled the days' schedules. Upper-level Chinese language students were used to help lead lower-level Chinese students through the experiences. This experience can be replicated in any language. Fridley Schools presented their project at the fall conference of the Minnesota Council on the Teaching of Languages and Cultures.

Fridley reports that these grant activities have impacted their program in a number of ways: integrated experiential immersion learning to the world language department; fostered interdisciplinary networking within the faculty that continues even after the project is complete; created a working partnership between the district and the Concordia Language Villages; and, most importantly, provided a motivational and meaningful language learning experience. This was an off-campus experience that many students would not have been able to experience otherwise.

Minneapolis Public Schools

Extend the High School Arabic Program to Middle School

The project to start a middle school Arabic program went beyond creating curriculum to creating a welcoming environment in the school and community for the learning of the Arabic language and learning about Middle Eastern cultures.

Sanford Middle School chose to be the site of the program. In the first year of the project, a part-time teacher was hired. The current high school Arabic teacher served as a mentor and resource teacher. There are no middle school Arabic curriculums that can be purchased, so appropriate curriculum was developed. A team including an administrator, the district world language specialist, the mentor teacher and the project teacher were able to attend a regional language education conference where they had the opportunity to connect with schools from other states working on similar projects. Extensive use was made of ethnic community resources. In the first year, 40 students elected to take some degree of study in Arabic. The students were primarily students who speak Arabic as a heritage language.

The grant project also included several schoolwide interdisciplinary Arabic language and cultural experiences. Four days in May 2008 were dedicated as “Discover Arabic Week” at Sanford Middle School with the participation of the four 7th-grade core teachers, the art teacher, the high school and middle school Arabic teachers, the district world language specialist and the middle school principal. Artists were invited into the school including a calligrapher, musicians, a storyteller, a poet, and folkloric dancers. Other activities focused on Arabic contributions to math and science, English-Arabic language connections, introductory language lessons, Egyptian arts, food samplings, and watching videos, so students could see the areas of world where Arabic is spoken. The in-school arts presentations made students more aware of and comfortable with Arab cultures, demystifying the language and cultures with the hope that students would have a greater propensity to elect to study Arabic. Students were surveyed after the events. On the survey, 68 percent reported learning something new about Arabic language and cultures and 59 percent indicated that they would consider taking Arabic in the future. In the second year of the program, 81 students elected to take Arabic for a full year, many of whom are not of Arabic language backgrounds.

The grant project has impacted the whole school community. Students have a new awareness of and understanding of Arabic-speaking peoples. The teaching staff and administration are supportive of the program and are making plans to sustain it past the grant period. Minneapolis posted the curriculum materials on the district’s Website. The Website materials will also be linked to the National K-12 Arabic Language Project at the Center for Applied Linguistics in Washington, D.C. Minneapolis Public Schools presented their project at the fall conference of the Minnesota Council on the Teaching of Languages and Cultures and the Central States Conference on the Teaching of Foreign Languages.

Twin Cities German Immersion School (TCGIS)

Immersion Curriculum and Professional Development

TCGIS has developed a project that is leading to improved student learning of the German language and better understanding of the concepts in several subject areas. The grant has supported TCGIS to create thematic curriculum kits to teach the German language needed for art, music, science and physical education in grades K-4. Teachers in immersion settings need a specialized set of skills to instruct students in the content of all subject areas and to teach them a new language at the same time. TCGIS created and is implementing a unique professional development plan. Foreign Language in the Elementary Schools (FLES) assistants received intensive training for teaching language to elementary students. The FLES assistants model these immersion

teaching techniques and use the thematic curriculum kits to introduce language learning activities in the classroom. The TCGIS classroom teachers remain in the room and thus become more knowledgeable of specific methods to enhance second language acquisition. Immersion teachers are trained as elementary classroom teachers and not necessarily as language teachers so this project has filled a critical need in their professional training.

Twin Cities German Immersion School reports that both components of the grant project are making a difference in their program. The created materials, activities and teachers' manuals will be used for many years to come. Pre- and post-assessments show that students are developing their academic German vocabulary and understanding the targeted language structures. Stronger language skills are improving students' understanding of the content from other subject areas. Teachers and FLES assistants are engaged in professional dialog. Teachers are employing more language acquisition strategies into all daily lessons. The project may be replicated for use in any language of study.

Yinghua Academy

Mandarin Chinese Elementary Curriculum

Yinghua Academy is an elementary Mandarin Chinese immersion school. Their unique setting means the school is able to author their own curriculum materials and create all of the resources and assessments to meet the needs of the students. Their grant project has three goals: to develop an elementary Mandarin Chinese language immersion curriculum that can be adapted to for use in a non-immersion setting; to develop an age-appropriate Mandarin literacy assessment instrument; and, to develop a Mandarin Chinese teacher mentorship program.

Yinghua Academy is conducting a detailed review of their current curriculum, reorganizing it using a thematic approach, writing or revising materials, using the materials in the classroom, conducting periodic student assessments to evaluate and revamp the curriculum's effectiveness and soliciting outside professional evaluation of their work. Teacher resource guides and other documentation were created so that the materials can be used effectively by other teachers after the grant period ended.

The assessment of Mandarin literacy development in an immersion school setting is another project to create something that does not exist elsewhere. The teacher team is identifying high-frequency characters for literacy development, and developing character recognition assessments and content area Mandarin reading assessments for language arts, mathematics and science.

Professional development is the third project goal. Teachers have attended local and national conferences offering training specific to language acquisition, immersion methodology and specific training on the teaching of Mandarin. In June 2008, Yinghua Academy hosted a two-day professional conference for Chinese teachers, immersion and non-immersion settings. They have organized a network of teachers from Minnesota and Wisconsin and paired them into mentor and mentee. They have hosted local and out-of-state educators coming to observe their program and visited other immersion schools. In the summer of 2009, Yinghua hosted the second "Curriculum

Conference and Teacher Professional Development for Mandarin Chinese Teachers K-6 and Administrators” where they shared the products of their grant projects.

Legislative Recommendation

It is recommended that the Legislature continue to expand the world language grant program. Legislation in 2007 established and provided funding for five world language pilot program grants for school districts intending to develop a new world languages program or expand an existing one. The Department of Education received 25 applications for the five grants.

The *Status of K-12 World Language Education in Minnesota* legislative reports of 2008, 2009 and 2010 also recommended the continuation and expansion of world language program grants to schools and school districts. The Department of Education continuously receives inquiries from schools districts about assistance to enhance their world language programming. Constituents across the state are expressing the desire for their local school districts to increase the number of world languages offered and to expand learning sequences from being primarily high school elective courses to the creation of 7-12, 5-12 and K-12 sequences accessible to the entire student population.

The *Status of K-12 World Language Education in Minnesota* reports are based on annual statewide surveys of school districts. In response to the question, “Is world language study a critical component to prepare students for the 21st century?”, survey respondents agreed (94 percent in 2008, 92 percent in 2009 and 88 percent in 2010). In 2010, survey respondents reported that their communities would like the following changes in their schools:

- Expand the number of languages offered (39 percent)
- Extend the number of years that languages can be studied to middle school or junior high students (25 percent)
- Extend the number of years that languages can be studied to elementary students (25 percent)
- Extend the number of years that languages can be studied for more advanced levels of study at the high school level (20 percent)
- Add or increase courses where students have the potential to earn college credit (Advanced Placement, International Baccalaureate, College in the Schools, etc.) (18 percent)
- Add or increase elementary language immersion settings (17 percent)
- Reduce the number of languages offered in the district (1 percent)
- Reduce or eliminate a language program in the elementary grades (0.5 percent)
- Reduce or eliminate a language program in the middle grades (0 percent)
- Reduce or eliminate a language program in the high school grades (1 percent)

Grant Projects As Resources to Minnesota Schools

World Language Pilot Program Grant projects continue to support language education beyond the grant period and beyond the local area where the projects were implemented. Each of the projects addressed needs that are common in many other schools: how to start a middle school language program that articulates to a current high school program, how to create age-appropriate and content-rich curriculum for non-

European languages, how to create elementary immersion lessons that meet Minnesota's standards for student learning, or how to involve local language and ethnic resources in school programs.

The pilot projects model unique strategies to connect the knowledge and skills within a district with outside resources, strategies that other schools can replicate in bringing their own project ideas to reality. Finished products, compiled resources, and learning from studies assist any school or district with similar goals of starting or expanding language programming. Project reports are found in the appendices to this report and are available to download on the Minnesota Department of Education Website. Any grantee can be contacted directly for further details of their work.

Grant Impact Statement

World Languages Pilot Program Grant Interdisciplinary Chinese Immersion Days Fridley Public Schools

June 29, 2009

**World Language Grant
Fridley School District #14
Final Program Report
June 29, 2009**

Goals Accomplished

There were multiple goals for this grant, but the primary goal was to develop interdisciplinary immersion modules at multiple levels in the Chinese Mandarin language. This primary goal was met, with the completed modules ready for dissemination by the fall of 2009. Along with this primary goal, there were many other secondary goals which were met, including these goals outlined below.

- Collaborate with Concordia Language Villages to pilot and develop a long-term model for daylong immersion experiences in the metropolitan area.
- Develop one day immersion experiences that could be replicable for area school districts.
- Develop immersion experiences that are accessible and affordable for virtually all students, particularly students of poverty.
- Develop replicable immersion modules and experiences readily accessible to large numbers of students in the Twin Cities area. (instead of having to travel to CLV in Moorhead)
- Increase understanding of interdisciplinary instruction for Fridley staff by building capacity as the project was developed.
- Promote and encourage the Chinese language program in Fridley.
- Increase students' motivation and language development in Chinese Mandarin.
- Increase students' cultural capacity through their participation in the pilot project.
- Develop leadership skills in upper level Mandarin students by using them as mentors for students in lower levels in the program.
- Pilot an immersion experience with CLV using the Wilder site near Stillwater, making it much more accessible to many more students.
- Disseminate information to other world language teachers statewide. (scheduled for fall language conference)
- Develop units and a model that are replicable in other languages.

How Project Will Impact Future Programming

While Fridley Schools developed and piloted this project and benefitted directly, part of the overall goal was to create an affordable model to be shared with other school districts. The daylong immersion experiences are a new entity for Concordia Language Villages, but have come at a time when they are seeking to increase offerings and opportunities utilizing the Wilder site near Stillwater. This project has enabled them to be part of a pilot experience to develop and fine tune daylong immersion experiences. The modules

are comprehensive and well-written, and can easily be taken by any Chinese Mandarin teacher and utilized in other schools and other settings.

This project has created an idea or model to be used in Fridley and elsewhere, which first and foremost will allow for a rich, motivating experience for world language students. Because this project was developed in the metropolitan area, it is feasible that over half the students in the State of Minnesota can benefit directly by utilizing the modules and the Wilder site. It is the intent in Fridley that our district will utilize this opportunity in the future, as the experience was deemed to be worthwhile, and it is within the range of affordability for us. The idea of having similar, yet leveled immersion experiences for the various levels of students will be appealing not only to our teachers, but to others as well.

In addition to this, although these modules were written for Chinese Mandarin, they are written in such a way that the units/modules can be adapted to any language or culture. Future applications of the daylong immersion units will likely be seen for German, French, Japanese, Russian, or other commonly taught languages in the state. This pilot will also increase the collaboration opportunities with Concordia Language Villages and will bring their expertise to a much wider range of students, particularly those who either cannot afford to or choose not to take in the full immersion summer experiences that they offer.

Locally, this pilot has provided a boost for a relatively new Chinese Mandarin program and it has helped further solidify it as a legitimate ongoing program in Fridley. Registration numbers are up again for 2009-2010 in Fridley.

Suggestions for Others Replicating This Project

While the units or modules are well written, I would encourage others considering replicating this project to see this more than a “field trip” experience for their students. Part of the richness of this project is that it is an immersion experience, which few students taking language are able to experience and/or afford. The value of living the culture while learning the language has the potential to take learning and motivation for learning to a new level. Secondly, these units are written with pre and post activities and/or assessments. Much of the value to be seen in this experience is to make sure that there is significant preparation work ahead of time, as well as reflective time following the experience. It is essential to attempt to measure growth and understanding, and part of that comes from the pre and post activities. The daylong experience will be richer and more meaningful if people spend significant time “prepping” their students ahead of time – creating context of what interdisciplinary and immersion really mean. The post experience of reflection is critical in order to both measure learning and create context and understanding.

A critical piece in fully implementing this project is for staff to understand how to create units or learning experiences that are scoped and sequenced, as well as being truly interdisciplinary. It is valuable for students and staff alike to learn how to meld or blend

various content levels in the immersion experience. This is more challenging for secondary teachers as they are content specialists, but if they can better grasp the idea of a seamless, interdisciplinary approach, it will be better for staff and students alike. This was probably the most difficult part for our staff – the idea of developing coordinated units, rather than to learn five different subjects in Chinese. The linking between the content areas can be one of the most powerful pieces for students.

An important suggestion is for users to not see the modules as a “textbook” or canned resource, but rather see them as a guideline to funnel their thinking in an approach. It is important that the teachers utilizing these modules adapt them to fit their scope and sequence and their points of emphasis in their own settings.

What Would Be Done Differently

While the end product of modules and the actual immersion experiences were a success, there were a few challenges along the way. One was that our Mandarin teacher changed between the first and second year of the grant. This resulted in various issues ranging from an understanding of what the grant was all about to basic things such as what immersion is, and what interdisciplinary instruction really is. We assigned the overall leadership of this project to a German teacher, who has a good grasp of those things, but ultimately, it was an additional load placed on her. The change in Mandarin teachers was essentially unavoidable, and we did our best with the situation.

A second challenge was to get buy-in from content area teachers. We had some turnover in the participating teachers over the course of the two years. With all the other change initiatives in Fridley, it was a challenge to recruit staff in every content area to help develop the modules. In addition, it was pretty clear that the concept of immersion, as well as interdisciplinary, was a difficult one for many of our secondary teachers to understand. Most had never written truly interdisciplinary units, and much of what they developed was not interdisciplinary. When all was said and done we had to repurpose our own curriculum experts to redo much of the initial work – after the students participated in the immersion experience - to truly make it an interdisciplinary experience. If we were to do this in the future, it would be better to have the content area people “practice” on developing interdisciplinary units before trying to do it in a foreign language.

If this were done again, we would clarify roles more tightly with Concordia Language Villages. In the end, we worked through all the issues, but there were several minor issues along the way that had to be resolved, where clarity up front would have helped avoid confusion or misunderstanding.

As the project developed, it was clear that the modules initially developed did not meet my own standard (I co-wrote the grant). The organization of the modules was too vague without clear learner outcomes, clear assessments, and was not really interdisciplinary. In the spring of 2009, I had to pull the group together and essentially tell them that the proposed final format was not acceptable. At that time, we turned the core units over to

our own curriculum people and CLV Mandarin specialists, who spent a considerable amount of time reorganizing and redoing the units. This required some slight adjustments in who did the final work, and some slight adjustments in expenditures. Ultimately, the project and its modules were done as promised in the grant, and the final product is one of high quality and should serve other teachers and students well.

Finally, if we did this again, I would have ensured that more detailed check-ins were held during the development process. While the overall experience and product ended very well, I discovered near the end of the grant period a number of things that had to be addressed and improved upon. In the end, all of these were corrected appropriately, but they should have been addressed along the line. In essence, the writers of the grant (Mark Robertson from Fridley and Sheila Kosar from Concordia Language Villages) understood the scope and direction of the project, but initially, the modules submitted did not reflect that. If I did this again, it would be critical that at least one of the people behind the concept was involved more regularly in the development of the project.

Dissemination

Dissemination did not take place by June 30, 2009, as it did not seem to make sense, given the final corrections that were needed. However, this project is already slated to be presented at the Minnesota Council on the Teaching of Languages and Cultures in October of 2009 (October 16, 17). Dissemination is also scheduled for October 9th meeting for the Minnesota Association of IB Schools. The MAIB is a group of educators and coordinators from schools in Minnesota that have implemented the International Baccalaureate Programmes.

In addition, attached to this summary, there is a copy of the learning modules developed. Two separate learning modules were developed, one with a theme of environment, and the other with a theme of health and social education. While these two areas line up with two areas of interaction from International Baccalaureate, they are applicable to most any curriculum. Each module to be disseminated has five levels, corresponding to five learning levels of Mandarin, and each is written in an interdisciplinary format, with pre and post activities, learner outcomes, and assessments. They are designed to be done at a site such as Wilder, as an immersion experience, and can be done in a daylong period of time, allowing for transportation to and from any school within an hour of Wilder. In addition to the hard copies of the modules, a DVD was developed to tell the story of this project in another format.

The packaged modules and DVD will be disseminated to language teachers at their fall conference, and will be available upon request to Fridley Public Schools.

Grant Impact Statement

World Languages Pilot Program Grant Arabic Extended Sequences Minneapolis Public Schools

Prepared by Gaelle Berg, MPS World Languages Specialist
Submitted to Jan Kittok, MDE World Languages Coordinator

July 31, 2009

Grant Impact Statement

World Languages Pilot Program Grant Arabic Extended Sequences Minneapolis Public Schools

Prepared by Gaelle Berg, MPS World Languages Specialist
Submitted to Jan Kittok, MDE World Languages Coordinator

July 31, 2009

1. Goals Accomplished

Objective 1: Build a longer, articulated sequence of learning to develop communicative proficiency and intercultural competence in Arabic. Activities include:

- Support with grant funding and district funds the addition of two beginning middle grades courses in Arabic at Sanford MS, providing a .4 FTE teacher with an additional .1 FTE for curriculum development and coordination of community arts and culture presentations for the duration of the grant.
 - Sanford Middle School implemented the Arabic language teacher at .6 FTE in October 2007, to teach 2 classes of Arabic and to plan and develop curriculum for the middle grades.
 - Beginning October 2008, Sanford began planning for an additional class of Arabic and now has three Arabic classes during the school day.
 - In school year 2008-2009, Sanford increased Arabic classes and enrolled a total of 72 students in Arabic.
 - The new Arabic teacher created a year long curriculum map for beginning Arabic, developed beginning level lessons, and planned interdisciplinary cultural presentations.
 - As a result of the successful establishment and implementation of this pilot program, the district received additional grant funding to continue curriculum and assessment development for middle school Arabic at Sanford through a FLAP grant for Arabic and Chinese K-12 sequences. Additionally, the school increased its own funding for the teaching position in order to offer more classes of Arabic, add a continuing (second year) class for students who began Arabic this year; and increase the teaching position to full time.
 - Student who elect to continue Arabic in high school will be able to be evaluated and assessed for placement into second year Arabic at Roosevelt (if they choose to attend Roosevelt HS).
- Support with grant funds a .1 FTE for an Arabic resource teacher/mentor to support the new Arabic teacher and assist with the creation of new middle grades themed curricula for Arabic.
 - Due to being notified of the award in October 2007, after the school year had started, the mentor/resource teacher was already employed full-time in the district by this time.
 - The .1 FTE was used to pay him extended time to meet with the new Arabic teacher at Sanford and assist with planning curriculum and cultural arts events.
 - The funding for the .1 FTE was not used entirely and resulted in surplus of funds. This allowed for some adjustment to the budget to other areas, i.e. support for staff development, learning materials, and travel to conferences.

- Provide opportunities to introduce Arabic to middle grades students through interdisciplinary arts activities presented four times during the school year, introducing students to the Arab cultures and encourage them to elect the study of Arabic.
 - Planning for the interdisciplinary arts activities to incorporate the arts through interdisciplinary activities with the Arabic language course started in the fall of 2007 with discussions between the Arabic teacher, mentor, the school principal, the MPS World Languages Specialist, and the art teachers at Sanford Middle School.
 - Plans included introducing contributions of Arab cultures in the areas of mathematics, science, and English (through a study of English words borrowed from Arabic).
 - The Arabic teacher was encouraged to highlight the offering of Arabic in the school through putting up labels in Arabic of objects around the school, such as “door”, “principal’s office”, and “nurse”.
 - Posters displayed Arabic contributions and connections to other subject areas, i.e. geography, and to post student work in Arabic.
 - The Arabic teacher visited the geography and social studies classrooms twice a week to observe the social studies teacher. He also made presentations to the seventh and eighth grade social studies classes on countries in the Arab world.
 - The Arabic team planned cultural events and scheduled visiting artists, including visual arts, music, drumming, dance, poetry and storytelling..
 - Discover Arabic Week gave a strong emphasis on the language for students who would be electing to begin or continue studying Arabic.
 - Four days in May 2008 was dedicated as “Discover Arabic Week” at Sanford, with the participation of the four core teachers of seventh grade students and the art teachers.
 - A second “Discover Arabic Week” took place May 12-15th, 2009 at Sanford. The entire seventh grade team participated in four days of activities that integrated Arabic language and culture with the arts, storytelling, poetry, dance, music, cultural study, and food.

- The project teachers will work with community arts organizations such as Mizna, a Minneapolis Arab American arts organization, and Arabic dance groups in the region. By inviting guest artists, speakers, or other cultural representatives from the community the students will be engaged in lively cultural lessons that will represent the diversity of Arabic cultures. These in-school arts presentations will make middle grades students more aware of and comfortable with Arab cultures, demystifying the language and cultures so that students have a greater propensity to elect to study this language. The cultural arts program will also be a starting point for integrating the Arabic language classes with the content of other core subjects in the middle grades curriculum.
 - Cultural Arts presentations at Sanford in the spring of 2008 and 2009 included:
 1. Adnan Shati – calligrapher presented writing system and other graphic arts connections through Arabic writing.
 2. Tim O’Keefe – Local musician. Presented on Arabic music notation, scales, and rhythms that are different from Western and American music, using the oud, drums, and other percussion instruments.
 3. Rhonda Lund – Storyteller. Presented stories from Scheherazade’s “1001 Arabian Nights” to which students were able to invent their own endings.
 4. Jennifer March- Lebanese-American poet from MIZNA, an organization for Arab American artists in Minneapolis, presented poems and writing process that incorporated the concepts of families immigrating to the U.S. from around the world and what each culture brings to enrich of American culture and how students can keep ties to their home cultures through their family.

5. Cedars Debke Group – Folkloric dance group performed in traditional costumes and taught dance steps to students at Sanford.
 6. Nadine El-Bitar – researched and presented information to integrate into core classes regarding borrowed words from Arabic to English, mathematics topics such as Arabic number origins and tanagrams used for mosaics and geometry, and geography of the Arab world. She also designed informational materials for outreach to families.
 7. Sonia Um Siri – demonstrated Arab folkdances from a variety of Arab cultures and taught students rudimentary steps.
 8. Arabic Food Exploration – students sampled food from various Arab cultures which was catered by Holy Land Deli in Northeast Minneapolis, including baklava, hummus, baba ganouj, tabouli, and flat bread.
 9. Videos – students watched and discussed two videos about young people from a variety of countries in the Arab world including Egypt, Tunisia, Morocco, Lebanon, and Qatar in Social Studies classes.
 10. Art classes – Students learned about Ancient Egyptian arts through an exploration of the cat as a recurring subject in Ancient Egypt, as represented through sculptures of Bastet, and then they created their own Egyptian cat sculptures and painted them to reflect their own personalities.
 11. Introduction to Arabic language – Antoine Mefleh, Roosevelt’s Arabic teacher, presented introductory lessons to students at Sanford who had not been in Arabic classes. He taught short conversation and letters.
 12. In February 2009, Edwin Beylerian, a well-known, visual artist practicing in Minneapolis who originally came to the U.S. from Lebanon, was contracted to work as a visiting artist to collaborate with Sanford’s Visual Arts teacher Marie Maloney. Together they planned and taught a three-week project on Arabic art forms, tessellations, patterns, and mosaics.
- Presentations to families of students of Arabic in the middle school will feature a student work and inform families of the opportunity to learn this critical language at Sanford Middle School.
 - Families were invited to attend the cultural arts presentations during Discover Arabic Week. Special information packets were sent home to all families along with the invitation. The students performed poetry and song recitations.
 - The two week residency of Edwin Beylerian culminated with a display of students’ art work and a video presentation of students’ skits in Arabic for the May 2009 Sanford Family Night. This event showcased the project and the fledgling Arabic program.
 - Students will be surveyed for their responses to the cultural arts presentations and the likelihood of electing to study Arabic.
 - A survey was given to students. In May 2008, sixty-five surveys were returned. In May 2009, 85 students took the survey.
 - The survey data showed that students overwhelmingly enjoyed the cultural arts presentations and the activities during Discover Arabic Week.
 - 68% of the students reported new learning about Arabic cultures and language
 - 59% indicated that they would consider electing to take Arabic language in the future.
 - These results show that the efforts to introduce students were not previously predisposed to learning Arabic were influenced by participating in the Arabic cultural arts presentations supported by the grant project.
 - To measure students’ performance and progress in developing proficiency on the standards benchmarks, the project teacher and mentor/ resource teachers will develop a set of pre-assessments and summative integrated performance assessments aligned to the National Standards benchmarks. A summative performance assessment and scoring rubric will be developed for each course level. Students will be assessed at the end of the school year to measure progress in developing proficiency.

- The Sanford MS Arabic teacher and the high school teacher of Arabic at Roosevelt worked on a rubric to evaluate integrated performance assessments, and also collaborated on the interpretation of the language portfolio and student self-assessment. During the summer of 2009, the two teachers were able to discuss the Oral Proficiency Assessment for Arabic developed by the Center for Applied Linguistic and how to use this for placing students into upper levels.
- The current Arabic teacher at Sanford developed a curriculum map that included integrated performance assessments and a scoring rubric for Arabic for the end of the middle grades program, which can be used for placement into the Arabic program levels at high school.
- The Sanford Arabic teacher attended another workshop in Washington, D.C. to develop curriculum for K-12 Arabic. Results of this work have not yet been evaluated.
- The pre-assessment of students' proficiency in Arabic at the first entry point (beginning level) for middle school will be based on a student self-assessment survey modeled on the *Linguafolio* Project being piloted by the Virginian Department of Education and adapted for Arabic.
 - The Arabic teacher at Sanford is using the MPS version of *Linguafolio* with all of his classes this year.
 - Data from the self-assessment tool and samples of student work were used during a summer workshop to determine how students performed on various communicative tasks in Arabic and will be used to inform instruction for these students when they continue Arabic next year.
- Teacher observation checklists aligned to benchmarks will be used to record students' progress as well, and for use as a reflective tool by the teachers for adjust instruction based on students' results.
 - The Arabic teachers collaboratively developed a set of rubrics to use with the integrated performance assessments that incorporate the checklists and benchmarks.
- Data that compares the proficiency level attained at each level based on the teacher observation checklists and the set of assessments administered will be used to reflect progress on the objectives of the grant project.
 - The Sanford Arabic teacher received training on the process of developing proficiency-oriented lessons during the 2007-08 school year.
 - The high school Arabic teacher at Roosevelt High School shared the integrated performance assessments that he developed previously for his courses.
 - The Sanford Arabic teacher developed a set of integrated performance assessments this year based on beginning (novice level) benchmarks to assess proficiency development.
 - Students used the MPS version of the *Linguafolio* to self-assess progress towards developing proficiency in Arabic.
 - The Arabic teachers evaluated the students' self-assessments in June. A copy of the MPS student self-assessment is available on the MPS World Languages web-page at: <http://worldlanguages.mpls.k12.mn.us/>

Objective 2: Develop and implement a replicable set of new standards-based, proficiency-oriented curriculum and assessments for middle grades level Arabic courses that are integrated with the content and interdisciplinary middle school model and that articulate the middle grades and the receiving high school program. This object will be the major responsibility of the project classroom and the mentor/resource teachers with the assistance of the district world language curriculum specialist.

- Activities designed to achieve this objective include creating new curriculum for Arabic language at Sanford that integrates with other content courses in the middle school curriculum. The

- theoretical framework for thematic planning and teaching as the center for curriculum development was developed by Carol Ann Pesola (1993). The curricula will address the areas of the national standards for foreign languages and align with content themes in social studies, science, math and language arts themes addressed through out the year.
- The two Arabic teachers from Sanford MS and Roosevelt HS have met five times in 2007-2008 SY and four times during first semester of 2008-09 SY to discuss course content and themes to be included in curriculum maps for Sanford.
 - Progress on this objective was reported above.
 - The Sanford Arabic teacher is aligning to MPS World Languages standards and making connections to themes in other content areas.
- Yearlong curriculum maps for middle grades Arabic will be developed to assist the interdisciplinary planning and include benchmarks and assessments. Language instruction and curriculum development will be based on a communicative approach described in the Proficiency-Oriented Language Instruction and Assessment Handbook developed by the Minnesota Articulation Project and edited by Diane Tedick of the University of Minnesota, 1998. This handbook will guide the interdisciplinary content planning and integration of language curriculum.
 - The current Sanford MS teacher was trained this November 2009 in the Understanding by Design framework for mapping the curriculum and is developing year-long and unit maps aligned to identified themes and assessments.
 - A final beginning level curriculum map including a set of integrated performance assessments was developed and refined in June 2009. This will be posted on the Sanford teacher's webpage in the fall of 2009.
 - The Arabic mentor/resource teacher at Sanford Middle School will devote 5% or .05 FTE of time, supported by the grant project to assist with the development of curriculum and assessment for middle grades Arabic.
 - The mentor/resource teacher for Sanford has assisted with the development of assessments and curriculum, but due to his employment status of being a full-time employee, he is being paid through extended time for assisting the middle grades teacher, rather than a dedicated .05 FTE.
 - Teachers will develop curriculum maps, units, benchmarks, and assessments for beginning middle grades Arabic during Year one. IN year Two, development of the curriculum maps, units, and assessment for the next continuing level of middle grades will be done. Teachers will use the "Understanding by Design" format (Wiggins and McTighe) and "ACTFL Integrated Performance Assessments" format (Sandrock, et al). This will result in a comprehensive set of standards-based curricula for Arabic that is integrated thematically with other MS curriculum. Curriculum maps will show where the standards for foreign languages are addressed throughout the year as well as where the connections are made to other content areas and to the cultural presentations at the school through integrated themes.
 - By the end of Year Two of the grant, these materials were drafted for beginning level (see above).
 - The Sanford Arabic teacher attended two workshops on Understanding by Design (at the Central States Conference 2009 and MPS in summer 2009) and one workshop on developing Integrated Performance Assessments presented by Ursula Lentz of the Center for Advanced Research on Language Acquisition, University of Minnesota.

Objective 3: Support the professional development of the new middle school teacher of Arabic, implementing an innovative model of professional development that will lead to improved instruction. This

objective will be the responsibility of the mentor/resource teacher and the project coordinator. Activities designed to achieve this objective include:

- Funding for the new teacher to attend professional development workshops or courses, such as the Summer Institutes for Language Teachers at the Center for advanced Research on Language Acquisition (CARLA) at the U of M and other workshops for language teachers such as TPR Storytelling and curriculum / assessment development for language teachers.
- Staff Development
 1. October 8, 2008 – Sanford MS Arabic teacher and Roosevelt HS Arabic teacher attended one day seminar “Using TPRS in the Foreign Language Classroom: Practical Strategies for Accelerating the Success of Every Language Learner” presented by Jan Kittok.
 2. December 12, 2007 - Sanford Arabic teacher and the Roosevelt Arabic teacher attended a day-long seminar “Effective Language Acquisition”, presented by Stephen Krashen, researcher on language acquisition
 3. March 2008, Central States Conference on the Teaching of Foreign Languages, Dearborn, Michigan. Teachers and Sanford’s principal attended this three day conference and visited Arabic programs in Dearborn and the Arab-American Museum.
 4. October 8, 2008 – TPR Storytelling with Blaine Ray seminar, attended by Sanford MS teacher and Roosevelt HS teacher. November 6, 2008 – Sanford Arabic teacher attended “Designing Curriculum Using Understanding by Design” presented by MPS World Languages.
 5. January 8, 2009 - Sanford Arabic teacher attended “Effective Strategies for Implementing the Standards through Culturally-based Stories” presented by Barbara Cartford, Nancy Gustafson and Gaelle Berg.
 6. In March 2009, the project Arabic teachers, school principal and coordinator attended the Central States Conference on the Teaching of Foreign Languages in Chicago. They attended a special workshops including developing curriculum using Understanding by Design, and other workshops on Arabic language and assessments. The school principal reported learning a great deal about language programming and effective instruction, which has proven to be beneficial to the Arabic program in terms of support and increase in offerings at Sanford in the coming year.
 7. June 15-17, the Arabic teacher attended a special week-long workshop for Arabic and Chinese teachers presented by Ursula Lentz from CARLA on creating integrated performance assessments.
 8. In June and July 2009, he attended a NCLRC two-week workshop for K-12 Arabic teachers in Washington, D.C. on developing curriculum and language learning activities especially for Arabic.
 9. He will attend a final CARLA workshop on Second Language Acquisition the final week of July, 2009.
- The project mentor/resource teacher will mentor and coach the new Arabic middle grades teacher through planned observations of instruction using a protocol for coaching and focused feedback to ensure the successful implementation of best practices for foreign language instruction by the new teachers and support the students’ successful learning in this more difficult language.
 - SY 2007 - A total of ten teacher observations with feedback were done for the Sanford MS Arabic teacher in 2007 by MPS World Languages Specialist (4x), Roosevelt HS teacher (3x), and district mentor (3x).
 - SY 2008-2009 – The new Sanford MS Arabic teacher observed Macalester College Arabic classes twice. He also observed Washburn HS world languages teachers and the Roosevelt HS Arabic teacher two times. District support mentors, the Roosevelt

HS Arabic teacher, the project coordinator, and the school principal observed the Sanford Arabic teacher, focusing on instruction, for twelve scheduled classroom observations in 2009. Each session included debriefing and coaching feedback on classroom management and language instruction strategies.

- The Sanford Arabic teacher also spent two – three hours each week observing other Sanford Middle School teachers in their classrooms, to learn classroom management and lesson presentation skills.
- This successful mentoring from all sources showed positive results in the Arabic language classroom, as well as positive students' responses and enhanced language learning.

Objective 4: Disseminate replicable project materials using technology. This objective will be the major responsibility of the project coordinator and a dedicated web-age designer. Activities designed to achieve this objective include:

- Posting the Arabic middle grades curriculum onto a dedicated webpage linked to the school webpage and linked to other web resources.
 - A web designer began to design a project webpage for MPS and to help teachers to the Arabic teachers with their teacher web pages linked to district and school web pages.
 - Information on the MDE World Languages Pilot project will be posted on the MPS World Languages webpage.
 - The Sanford's Arabic teacher page will be linked to the MPS World Languages webpage.
 - Middle school curriculum materials are in the process of being edited and formatted for posting on this webpage.
- The project Arabic teacher attended the Minnesota Council of Teacher of Languages and Cultures annual conferences and the Central State Conference on the Teaching of Foreign languages. Since the new teacher was hired in 2008-2009, he did not make a formal presentation at either conference.
 - March 2008, project teachers attended the Central States Conference in Dearborn, Michigan to visit Arabic language programs and immersion schools and to meet with teachers of Arabic at the conference.
 - March 2009, project teachers attended the Central States Conference in Chicago, Illinois to meet with Arabic teachers in the region and discuss and disseminate materials at the Arabic focus group meetings.

2. How have the grant activities impacted your program so far?

- The Arabic program has increased and student interest in learning Arabic has grown positively. The teaching staff and administration at Sanford has become increasingly supportive of the new language program there, and they have made progress towards sustaining the program in the future.
- Last year enrollment in Arabic classes at Sanford was 40 students in two class periods. It was an elective and students had a choice to stay in the program all year or elect other classes at the quarter. This resulted in movement in and out of the class and required the teacher to differentiate between levels in the same class. The majority of these students were Somali or heritage language learners.
- This year the enrollment in Arabic is 81 students. The school added a full-year class of Arabic, with 25 students enrolled. None of the students in the full year class are heritage

language learners, so they are all beginning level. It is the first level of the two year sequence that is now in place. The school wants to add the second level offering next year. The two other classes are semester long classes and students can elect to stay or take another elective during the year. These classes have enrolled 56 students this year.

3. What is the impact that the grant activities on the program?

- During the last year, much work was done with Sanford's principal and the teachers of other subjects to introduce Arabic into the school and work on implementing a strong program. Meredith Davis, Sanford's principal, was very supportive and creative in finding ways to implement the grant project. She attended the Central States Conference in Detroit in March 2008, and learned a great deal by visiting Arabic immersion schools and other Arabic programs there, as well as workshops on language acquisition.
- The first Arabic teacher, who was originally hired in October 2007, had strong Arabic language skills, but was weak in pedagogy for teaching language to middle grades students despite the staff development and conferences that he attended. The district mentor worked with him mainly on classroom management. The district world languages specialist worked on curriculum development, but his style of teaching was very traditional and grammar-based, and difficult to change his approach. Since the district had to lay him off in June 2008 due to contract and licensure regulations, the Sanford principal decided to interview and select a new, more dynamic teacher to take over the Arabic language classes.
- As a result, the enrollment in Arabic increased from two classes to three classes. These classes will continue through the year. The total enrollment number of students in Arabic at Sanford last year was 40 students, with some students not staying through the year-long course.
- The total enrollment this year is 65 students, with many who are not Arabic heritage learners. The gain in enrollment of students electing in Arabic shows the impact of the cultural arts programs on students' choice and also the added effect of having a more dynamic and outgoing instructor. The students who are in the year long course of Arabic have never had any Arabic before. They are enthusiastic about learning Arabic and doing well, already reading, writing and speaking Arabic.
- The new instructor, Tyseer Khaled, is not a native speaker of Arabic, having learned it in college and while living in Jordan and Qatar. As such, he has more a more empathetic view of what it takes to learn Arabic. He is also open to learning proficiency-based second language acquisition methods, such as TPR Storytelling. He has been working regularly on the development of units and assessments, with the mentoring of Antoine Mefleh, high school Arabic teacher. Tyseer has enrolled in the teacher licensure program at the University of Minnesota and begun to take courses towards obtaining licensure.
- The teaching staff and administration at Sanford has become increasingly supportive of the new language program there, and they have made progress towards sustaining the program in the future.
- The principal of Sanford has increased the Arabic teacher position to be at least .8 FTE for next school year, a 100% increase since the beginning of this grant project. If there is sufficient student interest, this position could be increased to a 1.0 FTE.

MPS is proud to report that this was a successful program pilot to establish a new world languages program for a critical language in a district middle school.

**Yinghua Academy
Final Program Report for World Language Pilot
Program Grant**

Submit to MDE

Prepared
by
Dr. Luyi Lien

July 31, 2009

Final Program Report **for World Language Pilot Program Grant**

Executive Summary

This executive summary provides information on (1) the goals accomplished ;(2) how the work of the project will impact future programming; (3) suggestions for anyone who replicates the project, and (4) ideas for what you would do differently if you were starting the project now.

The goals accomplished

Progress in achieving stated objectives, effectiveness of the project and the related materials have been submitted to MDE on the dates of March 1, 2008, Dec. 9, 2008 and Feb. 28, 2009. We have conducted activities for all three goals that are stated in the proposal. The following outline the successful activities:

Goal 1: K-6 Mandarin Chinese Language Curriculum Map and Materials

- Internal evaluation team meets monthly to track curriculum progress, communicate developments, and clarify strategies.
- Internal curriculum team meets monthly to work with curriculum planning and evaluation.
- External consultant, Margaret Wong, reviewed first year's curriculum map, lesson plan, and progress on Dec. 3, 2008.
- External consultant reviewer, Dr. Tara Fortune, reviewed first year of grant activities, classroom activities, and program progress on Feb. 6 and 7th, 2008.
- External consultant reviewer, Dr. Helena Curtain, reviewed second year of grant activities, classroom activities and program evaluation on May 6, 7 and 8, 2009.
- A Mandarin curriculum map and lesson plans for all school grades which are centered in the office of Academic Director.
- Chinese teachers and administrators participate in 36 different Chinese professional development workshops nationwide.
- 1st Chinese conference was conducted on June 19 and 20, 2008 in which Yinghua administrator and teaching professional team presented curriculum map, lesson plan and practical teaching experiences.
- 2nd Chinese conference is conducted on Aug 19-20, 2009 for new teachers and administrators who are interested in participating.

Goal 2: Mandarin Chinese Literacy Assessment Materials

- Reviewed Chinese Literacy Assessment material from China, Singapore, Taiwan, and USA.

- Conducted SOPA/ELLOPA oral proficiency assessment for all immersion students and FLEX program students internally each year for two consecutive years during the periods awarded by the grant.
- Created the Chinese language arts lesson plans for K to 3rd grade.
- Created the strategies of differentiation Chinese literacy material.
- Wrote and conducted Chinese Language written assessment for evaluating students' literacy level and progress for K to 3rd grade, including mid-term examinations and final examinations. Students' assessment scores are available upon request.
- Wrote and conducted Math assessment in Chinese for K to 3rd grade.
- Found and piloted Youth Chinese Test (YCT) for immersion students' grade 1 to 3 for Level One. 2nd grade students' passing rate is 91% and the third grade students passing rate is 95%.

Goal 3: Mentorship Program for Mandarin Chinese teachers

- 2-day novice teacher workshop on June 19-20, 2008. 100% of participants reported satisfaction upon completion of the workshop.
- Initiated a Mentorship program for Mandarin Chinese teachers in Summer 2008.
- Mentor and mentees connected during the school sessions.

The Project's Impact on Future Programming

1. For Program Development:

- This project allowed our school to invite external reviewers of immersion experts to review our program. The first year we were visited by Dr. Tara Fortune, immersion coordinator at the Center for Advanced Research on Language on Language Acquisition (CARLA). The second year Dr. Helena Curtain, an international recognized immersion expert who has worked in immersion field for over 35 years, was invited. These two reviewers both gave us high marks and positive feedback for our overall program implementation. Each of them gave us very constructive suggestions.

Dr. Fortune and Dr. Curtain both stressed balancing language, content, and cultural teaching strategies. We have used thematic ideas to organize our curriculum since the beginning of our school's founding; and yet, in the first review, Dr. Fortune suggested some of the themes that are more common in the US public school and she encouraged us to organize our curriculum within these themes to improve the integration among the subject areas.

The second year's reviewer, Dr. Curtain, gave Yinghua a positive evaluation in our level of using Chinese and curriculum design, but she also suggested we go further to focus on teaching and correction of grammar usage in young

elementary school students. She pointed us in a positive direction for Yinghua Academy's future path.

- In addition, this project also allowed our school to conduct oral assessment for all students so the school can keep track of students' oral proficiency levels. These data became good indicators for our school to monitor our curriculum implementation and students' performance achievement.

2. For Curriculum Development:

- Grade team approach--Each grade has formed a grade team to develop and implement the curriculum map, lesson plan, and material - This project allowed the Director and Academic Director to work closely with each grade team to lay out the Chinese curriculum map for each grade, and discuss materials and lesson plans. We found out this team approach is good for enriching teachers' knowledge regarding the content areas and is also helpful in giving teachers an opportunity to exchange ideas regarding pedagogy. In the future, we will continue this team approach for our whole school teaching team.
- Curriculum development team--This project allowed our school to forming an internal curriculum development team and invite outside reviewers to come and evaluate our curriculum and program. The curriculum evaluator, Margaret Wong, is a veteran Chinese language teacher with over 35 years of experience. Her expertise in Chinese language teaching strategy and curriculum design gave us very important insight for age appropriate curriculum. Her review helped us to make sure we are moving in the right direction and encourages us to continue working toward a completely age and culturally appropriate curriculum. In the future, Yinghua Academy will continue to have the curriculum development team develop, review and revise the curriculum material and implement.
- Assessment Team--This project allowed Yinghua Academy to form an Assessment team among Chinese teachers. The team is able to research, create, and develop its own Chinese literacy and assessment material. The curriculum team worked together to pilot the material and gave feedback for the material we created. In the future, the assessment will continue to work on developing the assessment material and will suggest appropriate assessment tools for Yinghua Academy's students to the Academic Director.

3. For Mentorship Program:

- Most of the new Chinese teachers need help in many aspects in terms of adjusting their teaching strategies to the U.S. and explaining the different educational systems and cultures between their original background and the

U.S. culture. The mentorship program is a good way to help new teachers to adapt their teaching and learning to fit a new context.

- We have initiated the mentorship program in the Twin Cities area since the summer of 2008. We have found that the most successful mentor and mentee relationships happen with the same school teachers. Our four mentor teachers have helped four new teachers who worked in our school to adjust their lives and teaching in the U.S.A. The same school mentors and mentees have the advantage of close distance so the mentees can ask mentors questions they have and get help in a more efficient fashion. In the end, the mentor and mentee relationships in our school became a good support network for our teaching staff. In the future, we will continue to form our learning community among the new teachers and the current teachers and to help all the teachers getting support from each other. This learning community is important for future programming.

Suggestions for anyone who replicates the project

1. For program development:

- Pay close attention to feedback you get from teachers, parents, and experts' observation and evaluation.
- Make sure you have paid close attention to assessment which will help you to know how well your plans are implemented.
- Form a learning community among teaching staff and administrators and form an open communication channel among and between teachers and administrators.
- Support teachers and staff in terms of getting resources and giving directions.
- Consider cultural differences among teachers and staff.
- Team work approach is an important feature for good program development.

2. For curriculum development:

- Continue to collect and review updated material.
- Encourage teachers to participate in conferences to learn new knowledge and get information.
- Be honest regarding assessment results and take action on revising curriculum if it needs to be revised.
- Invite teachers to share their knowledge in assisting with curriculum development.
- Open communication channel for teachers so their thoughts can be included into the curriculum plan.
- Common planning time is necessary for each grade team.

3. For teachers' development:

- Focus on teachers per-service and in-service training.
- Balance between theory learning and practical experience sharing when planning and conducting staff development plan.
- Form network among teachers to help teachers get support.
- Considering the importance of developing new teachers and retaining experienced teachers.

Ideas for what you would do differently if you were starting the project now

- Allocate more personnel to collecting assessment data

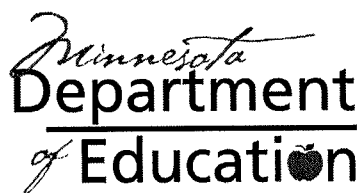
Yinghua Academy is successfully collecting much assessment data so we can pay close attention to program development and the students' performance achievement. However, if we were starting the project now, we would seek more support staff in collecting and analyzing data, so we could use the data in a wider range of applications, such as helping other research institute to use our data to conduct further research in language learning or K-5 elementary students' immersion learning experiences.

- More support and resources for immersion teachers

Teachers are essential for a program to be a success. The mentor program did help teachers in adapting to the different teaching environment. The support teachers get from other teachers is the real key to teacher professional development. We learned through the grant that Chinese immersion teachers experience very high levels of stress and "burn out" if not supported properly. The cultural divide for new Chinese teachers in America, combine classroom with not only teaching duties but also curriculum development can devastate a new program if not recognized and solved early on. If each teacher can get more support in terms of preparing their classroom material and supporting the students who need more attention, that will also help to improve the program quality.

Final World Languages Pilot Program Grant

**Twin Cities German Immersion School,
4152-07
June 30, 2009**



MDE World Languages Pilot Program Grant – Final Narrative Report

1. The goals accomplished or the project's impact

TCGIS is pleased to report that the goals it set out to accomplish in the MDE World Languages Pilot Program Grant have been well achieved.

Specific, targeted second language instruction greatly enhanced classroom learning in grades Kg-4th in our German immersion environment. Over the period of the grant, five assistants were trained the first year and four additional assistants and three specialist teachers in the second year. Eight of these trained persons remain within the TCGIS community and continue to enrich the school as classroom teachers, substitutes and volunteers.

Five two-hour training sessions on language acquisition strategies were developed and revised to provide an excellent overview of FLES techniques needed to develop activities and implement them in classroom instruction. Training sessions occurred once monthly, in tandem with development of lesson activities. In the first grant year, the trainings occurred November-March, and in the second year from September-February. The “FLES Assistants” trained and employed through grant funding conceived, developed and introduced communicative group and partner activities, board games, card games, and more. FLES assistants met with the FLES coordinator twice a month for each of the five training sessions for the purposes of individual mentoring regarding the construction of their lessons. Once the training was completed, they continued to meet once a month. In addition, all FLES assistants met once a month in group sessions to share techniques and gather ideas in a peer-mentoring format during which they presented the activities they had developed.

TCGIS now possesses over 60 thematic “FLES kits” for our elementary school program. Each kit comes with student-friendly directions, all materials necessary for the activity, and a description for the teacher that includes set-up instructions and a list of the targeted vocabulary &/or structures. FLES assistants enriched TCGIS classrooms an average of one hour per week per class for the two years of the grant, and devoted an additional hour per week to pre- and post-testing to measure the effectiveness of their instructional units.

Before grant activities started, classroom teachers were surveyed regarding their knowledge level of language acquisition techniques. Of the 21 specific techniques listed, the average number of these that teachers regularly used in class was 5. After the first year of the grant, teachers also received basic training in second language methodology and continued to observe the FLES assistants in their classes. Most of the teachers not only integrated the activities developed by the FLES assistant assigned to their class, but have also assimilated many of the techniques into their own instruction, using strategies that they observed to be successful with the specific FLES activities in the development of their own lesson activities. At the end of the grant, teachers were again surveyed. The average number of specific techniques regularly used in classroom instruction was now 15, three times the amount at the beginning. When weighted values were assigned to the survey categories, an overall increase of 137% was shown.

Implementation of the “FLES Assistants” program resulted in greater focus on language acquisition during classroom instruction. Teachers and students alike became more aware of the concept of LEARNING German, rather than just using German to understand or convey content knowledge. Student use of English in the classroom decreased markedly, especially among 3rd and 4th grade students, whose use of English had increased after the introduction of English as a school subject. Specific, unit-related vocabulary and structures were targeted through the activities in the “FLES kits”. Pre- and post-testing shows that student comprehension and ability to accurately pronounce the targeted words or correctly use the targeted structures increased by an average of 115% overall, including 142% for kindergarten, 87% for 1st grade, 30% for 2nd grade, 46% for 3rd grade and 40% for 4th grade. Further analysis of this data, especially on an individual student basis will inform instructional practices for the coming school year. General trends:

- 1) The less language students possess, the more important targeted practice is.
- 2) Older students do not show great AVERAGE improvements, as their proficiency level is already quite high; however INDIVIDUAL students showed great improvement with additional targeted practice.
- 3) To gain maximum benefit from the language activities, care should be taken to ensure that the targeted vocabulary is actually new to a majority of the students.
(example: 2nd grade)

In addition, language testing showed consistent increases in speaking proficiency and oral comprehension, as measured in listening, speaking, reading and writing modalities.

<u>GRADE LEVEL</u>	<u>MODALITY</u>	<u>TEST*</u>
Kindergarten:	listening & speaking	SOPA
1st & 2nd grades:	listening & speaking reading (phonetic decoding) writing	SOPA HLT HSP
3rd & 4th grades:	listening & speaking writing	SOPA HSP

Test key:

- SOPA = Simulated Oral Proficiency Assessment
- HLT = Hamburger Lese-Test (standardized beginning reading test used in Germany)
- HSP= Hamburger Schreib-Probe (standardized writing test widely used in Germany)

TESTING RESULTS for these are included at the end of this report.

2. How the work of the project will go forward or impact future programming

The training program developed under this grant provides an excellent overview of FLES techniques. The basics of this instructional program were incorporated into the introductory training of Amity interns, who work full-time in every TCGIS classroom to assist teachers. Key components have also been integrated into the orientation training for new teaching staff at TCGIS.

TCGIS now possesses over 60 thematic "FLES kits" for our elementary school program, in grades Kg-4th. These have been developed to coordinate with the thematic units in the TCGIS curriculum. Each kit is self-contained, and kits are housed in the appropriate grade-level classroom. Students have been initiated into the concept of the FLES kits, and regularly review the structures and vocabulary learned by playing the games and doing the activities during choice time. Because these were designed to be appealing and interesting, there is great confidence that they will continue to be used, even though FLES assistants no longer present them to the classes.

Although the World Language Pilot Program Grant has now expired, the TCGIS school board has recognized the value of the supplementary language learning activities provided by the FLES assistants and has created a new position of "Language Specialist" to ensure that the effective activities created by the FLES assistants are properly integrated by the new teaching staff that the school has hired for the 2009-2010 school year. (As TCGIS is growing, three new classes have been added, and the school has also replaced four classroom teachers due to visa limitations, so this action was critical to the continuation of excellent language learning techniques.)

Perhaps most important, however, is the increased awareness on the part of teaching staff, administration and board of the importance of targeted language learning and the vital need for ongoing teacher training in language acquisition techniques. That children can learn content material through a second language is well documented, but as TCGIS expands its program into the middle school level, a very high level of second language proficiency is necessary to continue the school's goal of using German textbooks.

3. Suggestions for anyone who replicates your project, and/or

4. Ideas for what you would do differently if you were starting the project now

Although many aspects of the project went exactly as envisioned, scheduling was an issue. Getting all the FLES Assistants together for training and mentoring sessions, coordinating their lesson presentations and pre- and post-testing with teachers, and processing timesheets were all more time-consuming than anticipated.

There was also some original resistance to the implementation of the FLES Assistants in the classrooms, as some teachers were more possessive of their instructional time and unwilling to surrender an hour a week to someone else, especially as the majority of the FLES Assistants were not licensed teachers. However, once the program was running smoothly and teachers realized the added value brought by the FLES kits, they made a much greater effort to integrate the activities into their own regular instruction.

I would therefore recommend setting all schedules in advance and ensuring teacher “buy-in” to the greatest extent possible. (Especially important if new teaching staff had no input into the development of the program.)

Although TCGIS had identified a volunteer “shopper” to purchase manipulatives needed for the activities in the FLES kits, the coordination aspect and resulting time delay made this impractical. Therefore, FLES Assistants ultimately constructed the majority of their manipulatives themselves, which had a sometimes positive and sometimes negative impact on the ability to reproduce these activities.

If possible, necessary manipulatives should be purchased in advance of activity design, to avoid “I need a XYZ and can’t find one anywhere” issues.

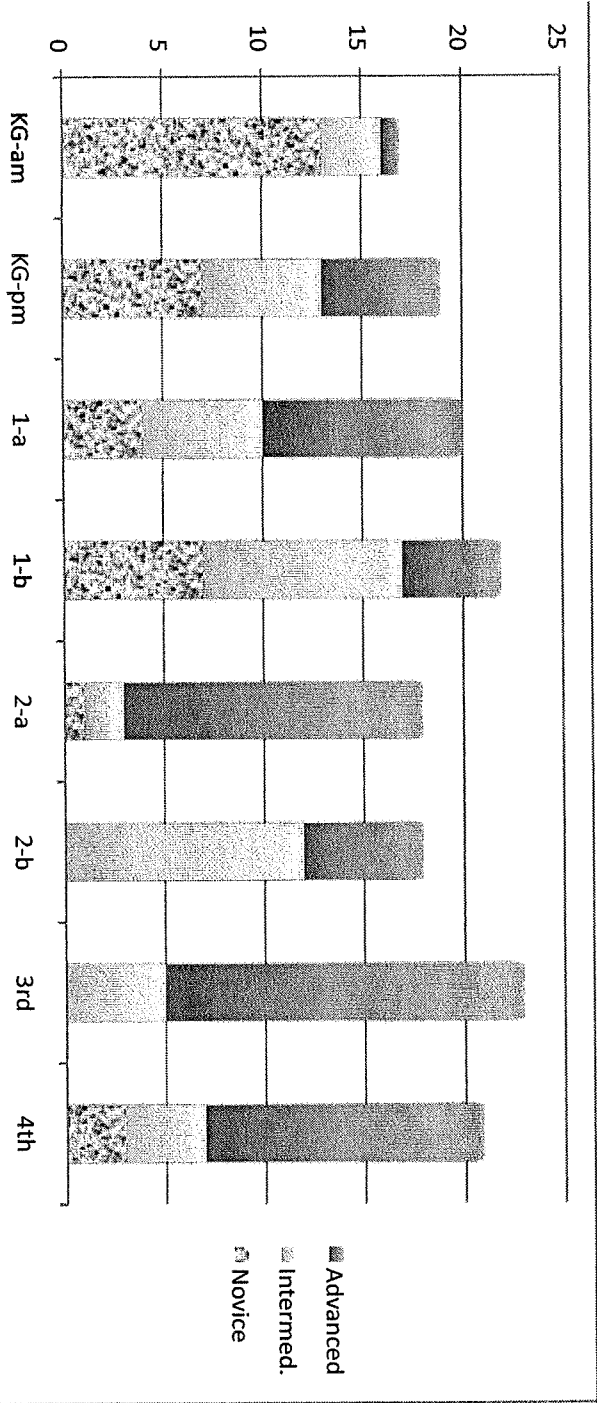
Also include work samples and a dissemination of the work done and what you learned.

- Digital photos of the FLES Kits are being compiled and will be forwarded to MDE when completed. (Definitely before the end of August)
- TCGIS plans to disseminate the FLES kits at local conferences, including MCTFL, Central States, and the MAIN Immersion trainings.

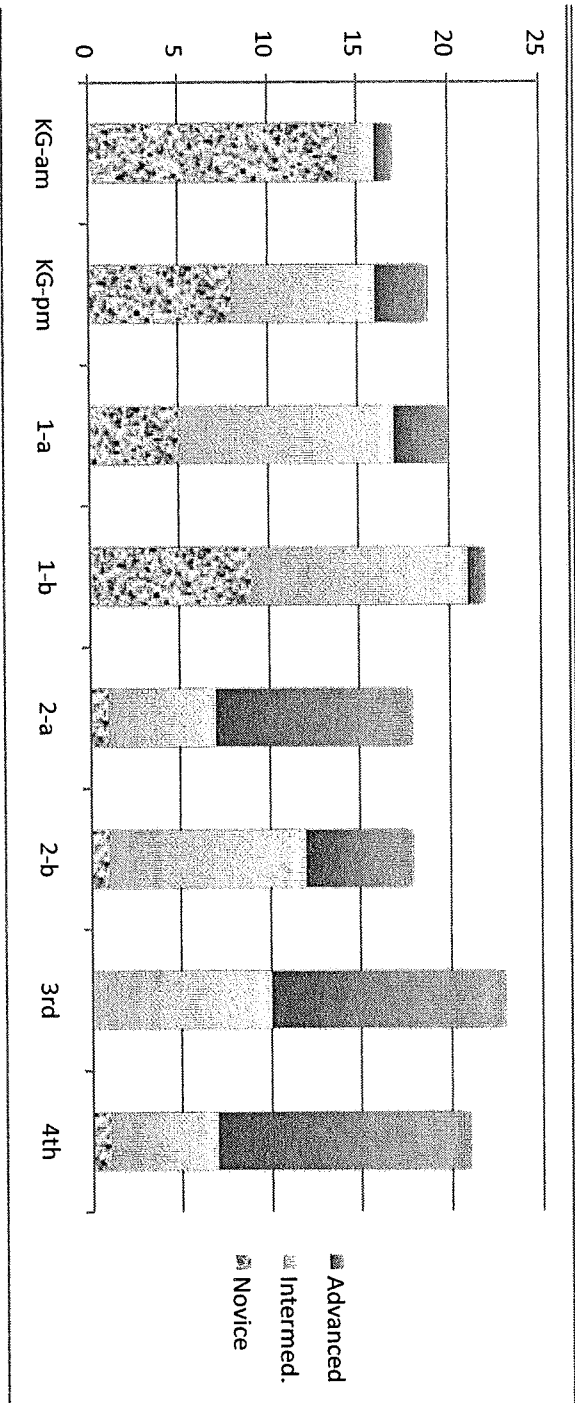
Overall, the World Languages Pilot Program Grant enabled Twin Cities German Immersion School to greatly improve the quality of our language instruction, especially for those teachers who were fluent or native speakers but had no background in language acquisition methodology. The materials created and experience gained will continue to positively influence our school for years to come. We are deeply grateful to MDE for the opportunities offered by this grant and will disseminate the activities that have been developed in as many venues as possible in the upcoming year(s).

Marcy Zachmeier-Ruh,
Director of Curriculum
Twin Cities German Immersion School

SOPA Comparison



SPRING 2009-Listening

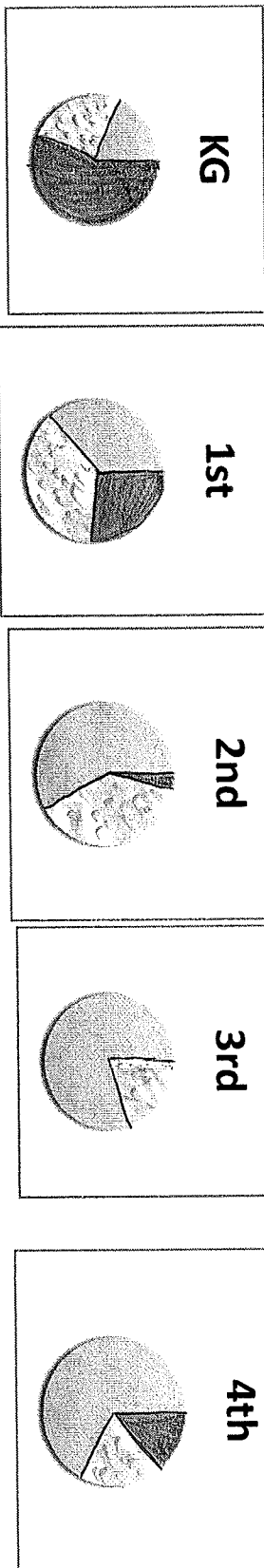


SPRING 2009-Speaking

SOPA Comparison

The bar graphs on the preceding page summarize the number of students in each class who are at each of the three major proficiency levels - Novice, Intermediate, and Advanced - in listening and speaking. Broken into percentages:

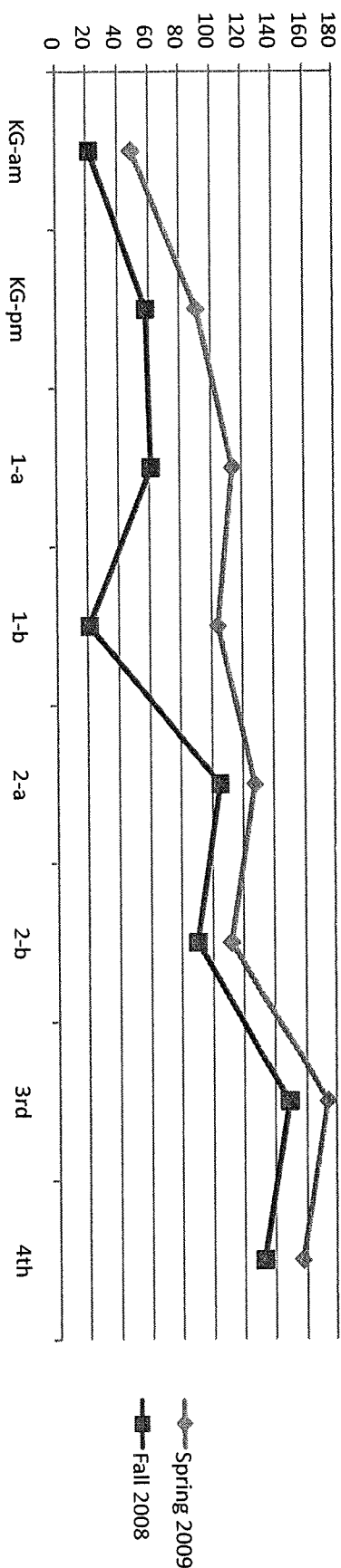
	Kg-am	Kg-average	Kg-pm	1-a	1st average	1-b	2-a	2nd average	2-b	3rd	4th
NOVICE	13 76%	10 57%	7 37%	4 20%	5.5 26%	7 32%	1 6%	0.5 3%	0 0%	0 0%	3 14%
INTERMED.	3 18%	4.5 25%	6 32%	6 30%	8 38%	10 45%	2 11%	7 39%	12 67%	5 22%	4 19%
ADVANCED	1 6%	3.5 19%	6 32%	10 50%	7.5 36%	5 23%	15 83%	10.5 58%	6 33%	18 78%	14 67%



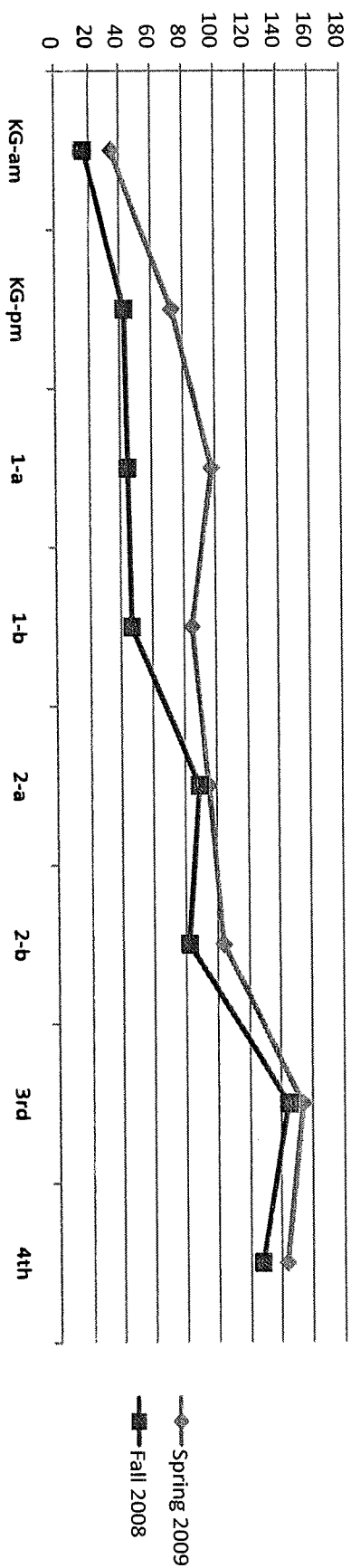
The pie charts give a more visual representation of the linguistic make-up of each grade level. TCGIS has a higher percentage of native or near-native speakers than most immersion schools, but over half of kindergarteners are still at the **Novice level** by the end of the year. At the end of 1st grade, this percentage shrinks to less than a third, is almost gone by the end of 2nd grade, and finally disappears at the end of 3rd grade. Due to late entry of a few students, the Novice level reappears in 4th grade, but this is an anomaly. **Intermediate level** makes up approximately 1/4 of the Kg class, over 1/3 of 1st & 2nd grades, and approximately 1/5 of 3rd and 4th grades. Approximately 1/5 of Kg students are at the near-native **Advanced level**, over 1/3 of 1st graders, well over 1/2 of 2nd graders, over 3/4 of 3rd graders, and (atypically) about 2/3 of 4th graders.

SOPA Comparison

Growth: School Year 2008-2009
Listening

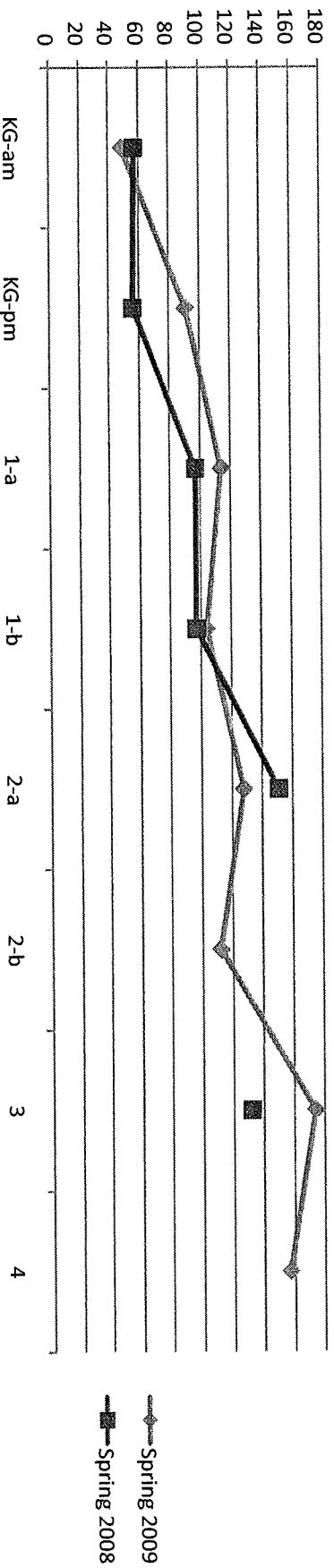


Growth: School Year 2008-2009
Speaking

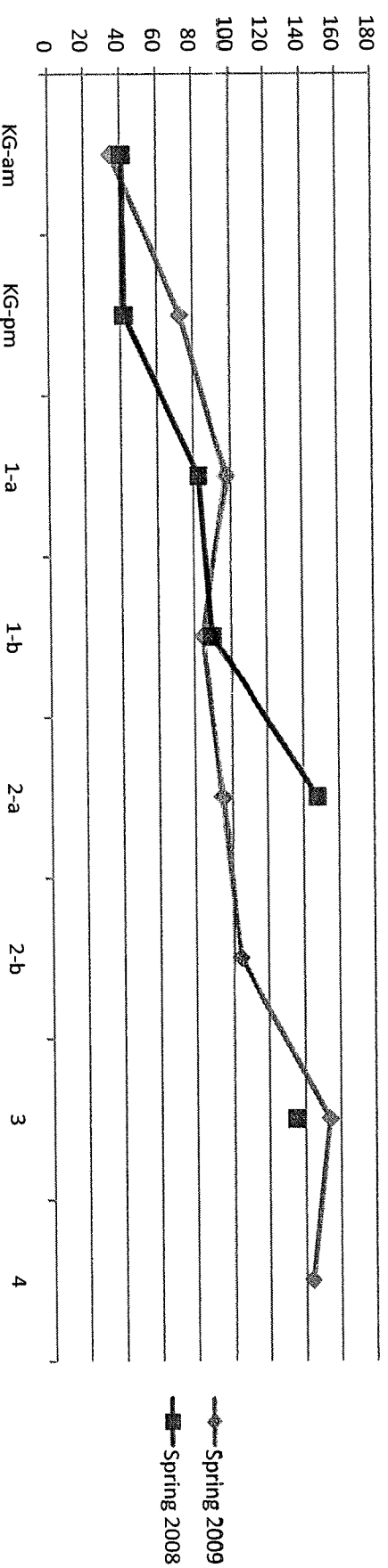


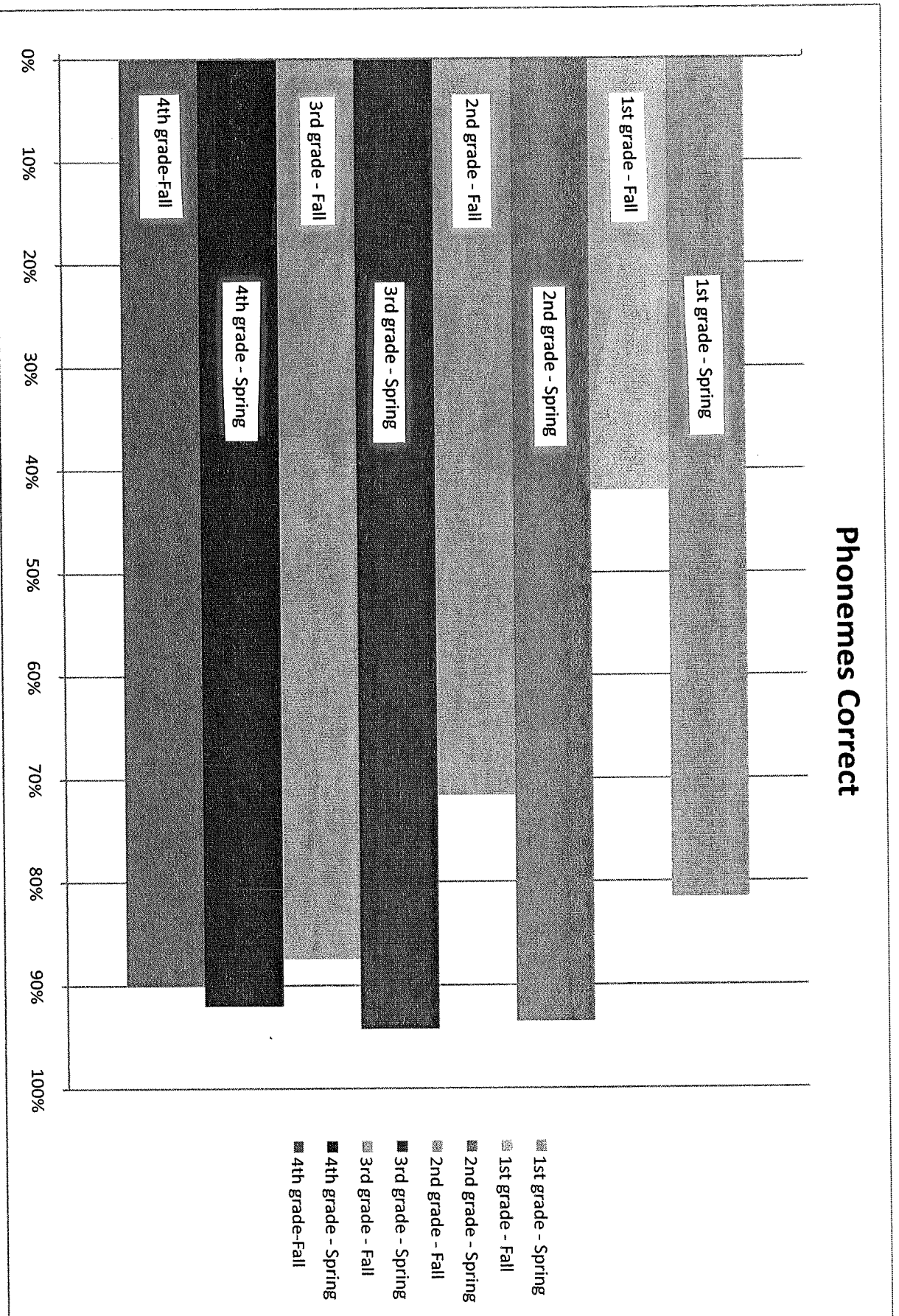
SOPA Comparison

End-of-Year Comparison: 2008-2009 Listening

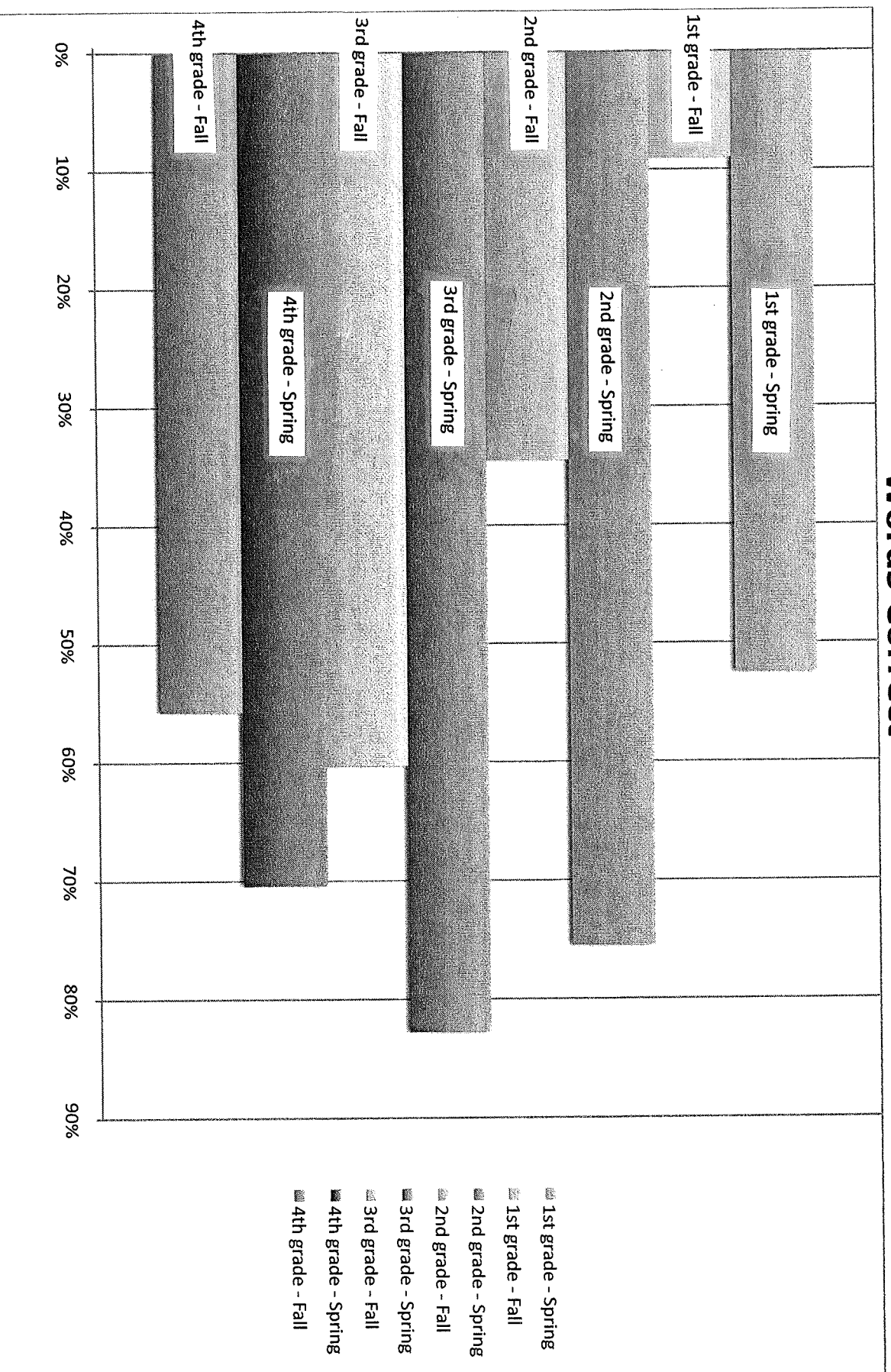


End-of-Year Comparison: 2008-2009 Speaking





Words Correct



PROGRESS DURING THE SCHOOL YEAR 2008-2009:

As one would logically expect, the older the students are, the better their scores on phonetic spelling, and the less room for improvement during the year. The "Phonemes Correct" chart exemplifies this in the graduated score increases:

	Fall	Spring	Percent increase:
1st grade:	52.5%	81.5%	55.24%
2nd grade:	71.5%	93.5%	30.77%
3rd grade:	87%	94%	8.05%
4th grade:	87%	92%	5.75%
Grade level increases:	1st - 2nd: 36.19%	Fall Spring 14.72%	
	2nd - 3rd: 21.68%		0.53%
	3rd - 4th: 0.00%		-2.13%

One notices that the expected improvement between 3rd and 4th grade does not materialize; either the 4th graders are not performing at expected levels, or the 3rd graders are outperforming expectations. As this is the first year of 4th grade, time is needed to determine the cause of this anomaly.

The "Words Correct" chart shows increases in spelling accuracy, again reflecting the greatest growth at the lower grades.

	Fall	Spring	Percent increase:
1st grade:	9.0%	42.0%	366.67%
2nd grade:	34.5%	75.5%	118.84%
3rd grade:	60%	83%	38.33%
4th grade:	56%	70%	25.00%
Grade level increases:	1st - 2nd: 283.33%	Fall Spring 79.76%	
	2nd - 3rd: 73.91%		9.93%
	3rd - 4th: -6.67%		-15.66%

Analysis of Hamburger Schreibprobe, Spring 2009

1st grade improvements from September 2008 to May 209:

Words Correct			Phonemes Correct				
Sept. 2008	May 2009	Improvement	Sept. 2008	May 2009	Improvement		
High score:	79%	100%	27%	High score:	97%	97%	0%
Low score:	0%	49%	Low score:	20%	54%	170%	
Average score:	9%	53%	483%	Average score:	42%	82%	95%
Median score:	0%	50%	Median score:	39%	84%	115%	
Mean score:	21%	54%	155%	Mean score:	39%	79%	103%

2nd grade improvements from September 2008 to May 209:

Words Correct			Phonemes Correct				
Sept. 2008	May 2009	Improvement	Sept. 2008	May 2009	Improvement		
High score:	90%	100%	11%	High score:	97%	100%	3%
Low score:	0%	27%	Low score:	32%	65%	103%	
Average score:	35%	76%	117%	Average score:	72%	94%	31%
Median score:	33%	67%	103%	Median score:	75%	95%	27%
Mean score:	40%	67%	68%	Mean score:	74%	94%	27%

Children in the earlier stages of language acquisition are much better acquainted with the audial/oral aspects of the language (listening and speaking) than the literary/orthographic aspects (reading and writing). Especially with a language as phonetic as German, even early learners are quite accurate in reproducing the phonetic sounds of the language. Because they have not yet had as much exposure to the written word, younger students often make more mistakes in spelling sounds which are similar. This phenomenon is reflected in the results of the Hamburger Schreibprobe. As shown above, the scores for "Phonemes Correct" are considerably higher than those for "Words Correct". The high scores are disproportionately high when compared to the remainder of the data, reflecting the fact that a few students are quite capable spellers, but that this is not generally the case with the majority of the class, especially in first grade.

Analysis of Hamburger Schreibprobe, Spring 2009

3rd grade improvements from September 2008 to May 209:

Words Correct				Phonemes Correct			
Sept. 2008	May 2009	Improvement		Sept. 2008	May 2009	Improvement	
High score:	92%	100%	9%	High score:	98%	100%	2%
Low score:	21%	45%	114%	Low score:	63%	80%	27%
Average score:	60%	87%	45%	Average score:	79%	94%	19%
Median score:	58%	84%	45%	Median score:	90%	94%	4%
Mean score:	63%	76%	21%	Mean score:	88%	93%	6%

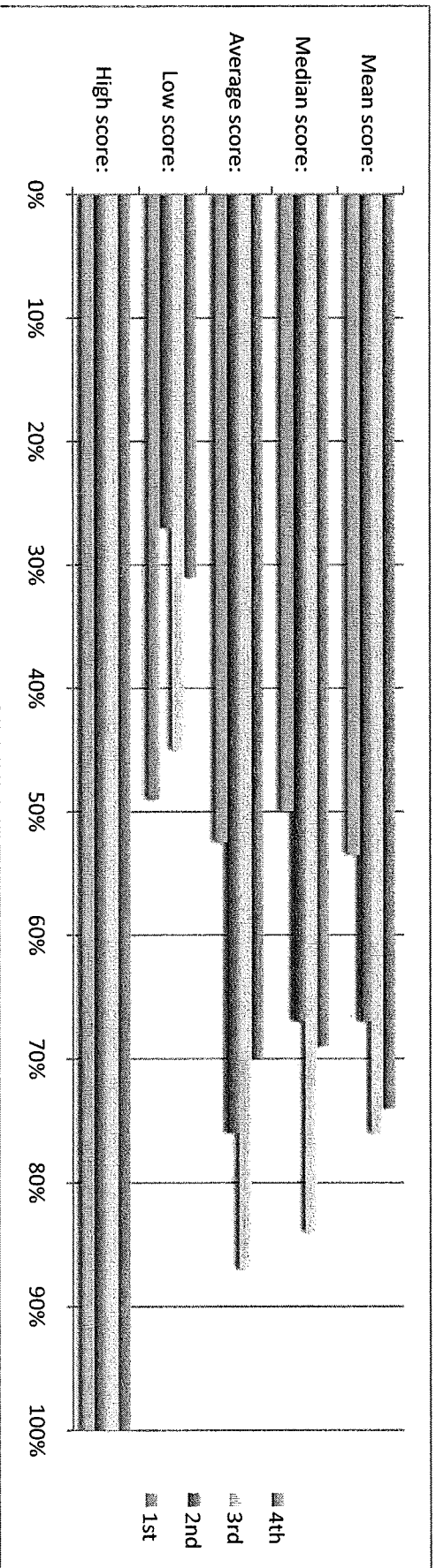
4th grade improvements from September 2008 to May 209:

Words Correct				Phonemes Correct			
Sept. 2008	May 2009	Improvement		Sept. 2008	May 2009	Improvement	
High score:	98%	100%	2%	High score:	95%	99%	4%
Low score:	17%	31%	82%	Low score:	65%	71%	9%
Average score:	56%	70%	25%	Average score:	87%	97%	11%
Median score:	52%	69%	33%	Median score:	88%	94%	7%
Mean score:	52%	74%	42%	Mean score:	88%	93%	6%

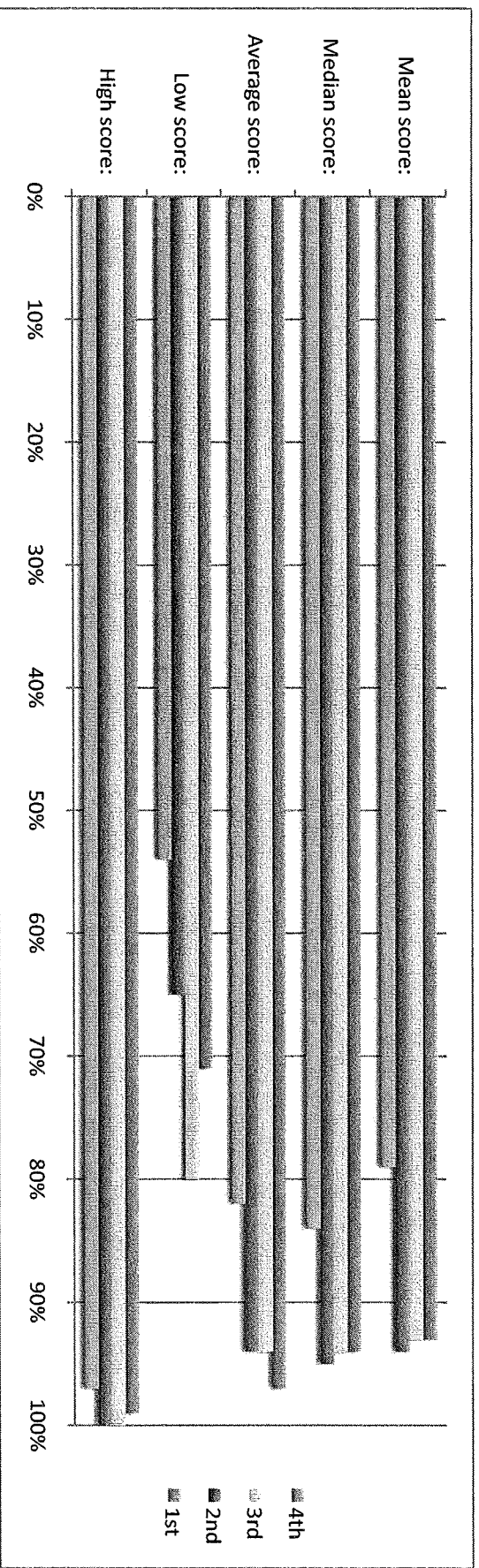
Because older immersion students have had much greater exposure to the language, and to the written word in general, the differences between their scores for "Words Correct" and "Phonemes Correct" are not as pronounced as those for younger students. Students who have well-developed academic skills score very well indeed, with little room for improvement at the upper end of the scale. At the beginning of the school year, the majority of students have already become quite proficient at phonetic spelling, evidenced by much higher average/median/mean scores than younger students achieved. Even the lowest scores in the "Phonemes Correct" category are within the passing range. Orthographic development, however, still needs attention throughout the year, as higher final scores in the "Words Correct" categories can only be achieved through spelling practice and/or intensive reading in German. The higher rates of improvement in this category reflect that this is indeed happening for many TCGIS students in the upper elementary grades; however, it could/should be improving still more.

Analysis of Hamburger Schreibprobe, Spring 2009

WORDS CORRECT May 2009

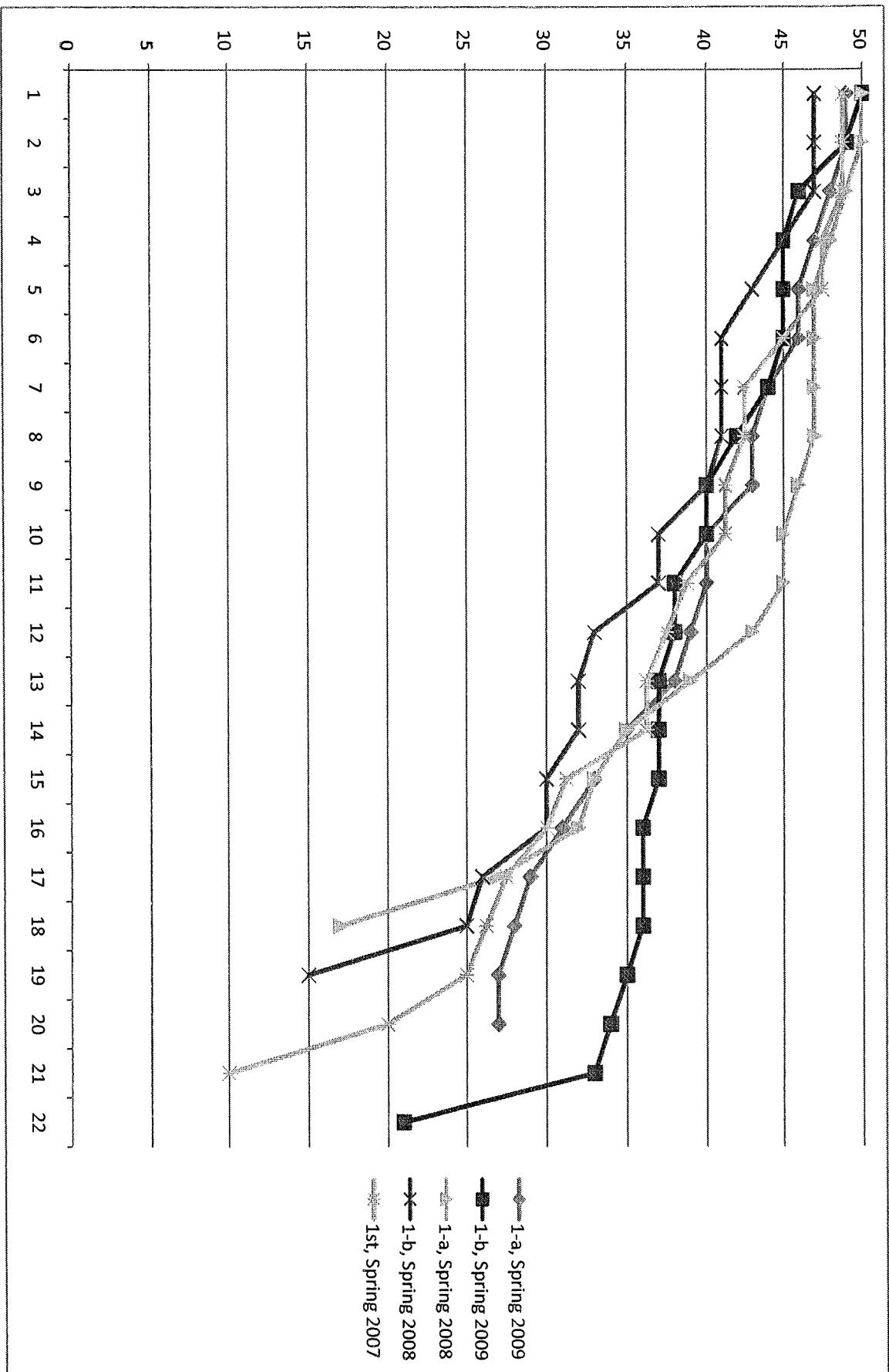


PHONEMES CORRECT May 2009



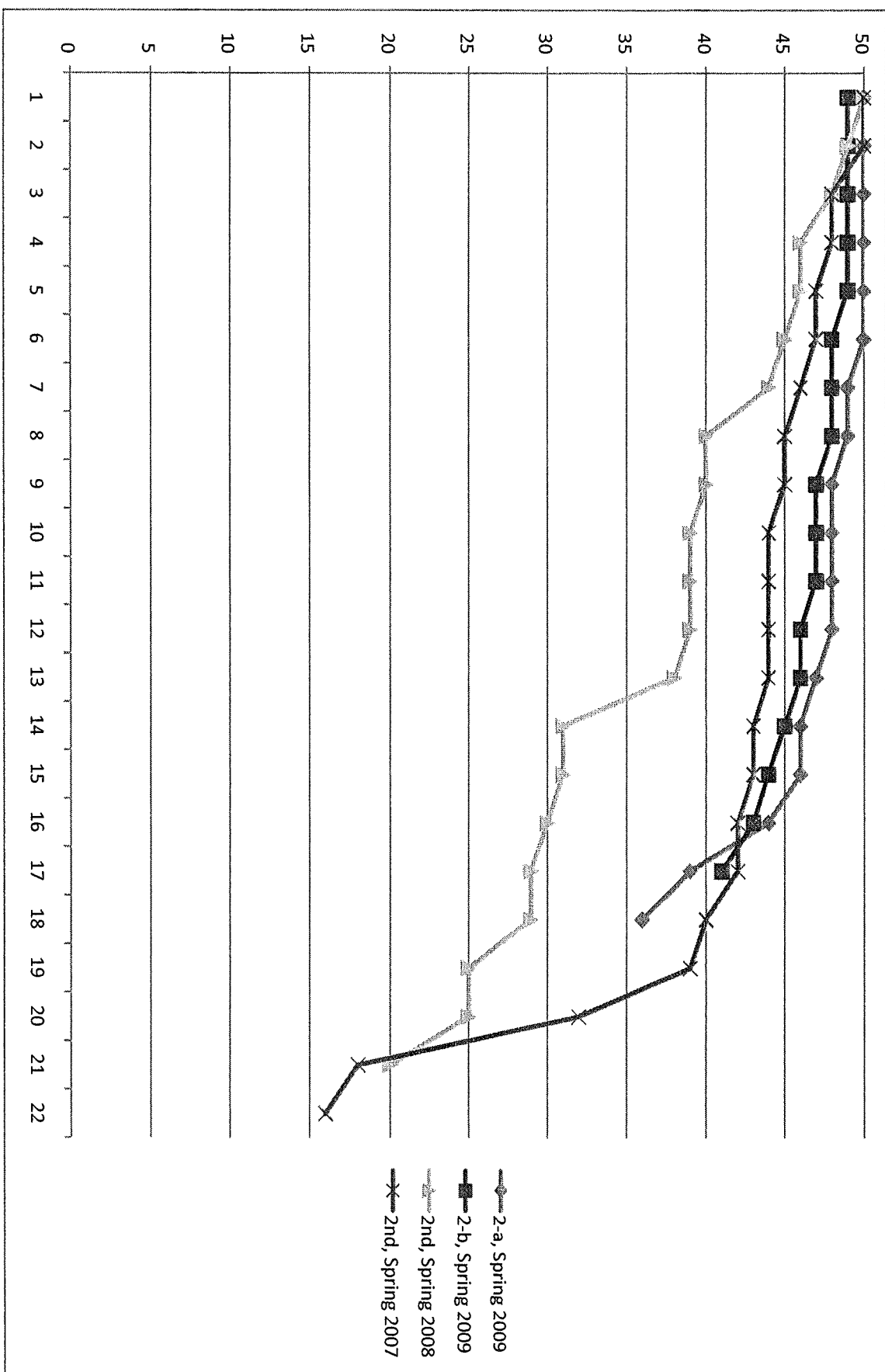
Points Possible

FIRST GRADE COMPARISON



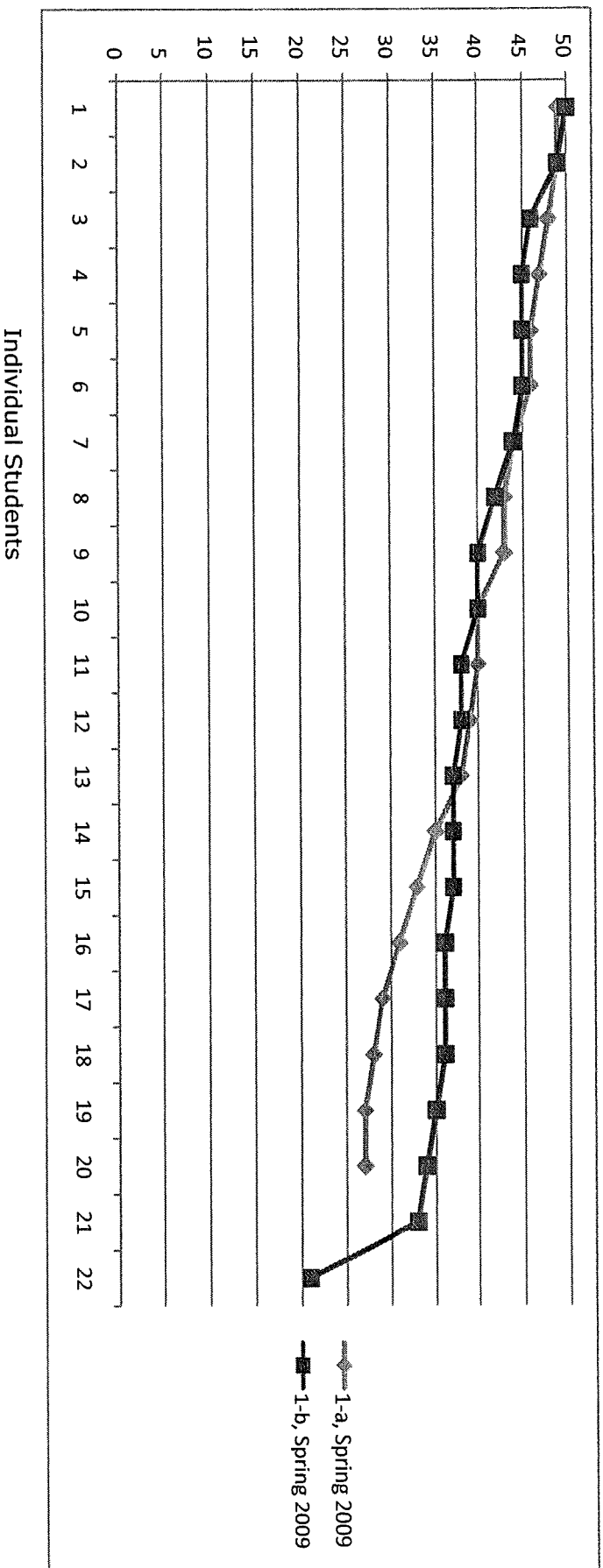
Points Possible

SECOND GRADE COMPARISON



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HAMBURGER LESETEST



Results of the Hamburger Lesetest (1st grade reading) for the current year show great similarity between the classes 1-a and 1-b, especially in the mid and upper ranges of scores. On the lower end, 1-b students scored slightly better, with one exception. Analysis of test results over the last three years indicate measurable improvement in the German literacy instruction at TCGIS:

- AVERAGE score has increased from 36.9 in 2007, to 38.9 in 2008, to 42 in 2009
- LOWEST score has increased from 10 in 2007, to 15 in 2008, to 21 in 2009
- HIGHEST score has risen from 49 in 2007, to 50 (perfect score) in 2008, and 50 again in 2009
- MEDIAN score (half scoring above & half below) has risen from 39 in 2007, to 41 in 2008, but dropped to 40 in 2009

Compared to first grade students in Germany, TCGIS classes are performing as follows:

- 80th percentile and above: 24% of kids in 2007, 11% of kids in 2008, and 12% in 2009
- 50th percentile and above: 38% of kids in 2007, 50% of kids in 2008, and 38% of kids in 2009
- Below the 25th percentile: 33% of kids in 2007, 30% of kids in 2008, and 36% of kids in 2009

(nb: percentages of native speakers remain relatively constant over the three years, so this does not affect test scores)
The charts on the following page show improvement from 1st grade to 2nd grade for each of the 3 classes.

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HAMBURGER LESETEST

