

**Office of English Language Acquisition, Language
Enhancement and Academic Achievement for
Limited English Proficient Students**

**Analysis of FY '99 and FY '00
Foreign Language Assistance Program
Performance Reports**

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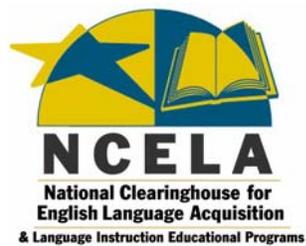
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June 2002



The National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs (NCELA) is funded by the U.S. Department of Education's Office of English Language Acquisition, Language Enhancement and Academic Achievement for Limited English Proficient Students (OELA) and is operated under Contract No. ED-00-CO-0113 by The George Washington University, Graduate School of Education and Human Development, Center for the Study of Language and Education. This report was prepared under Contract T295005001, Task Order EDOBEM-00-000010, Modification #39. The contents of this publication do not necessarily reflect the views or policies of The Department of Education nor does the mention of trade names, commercial products, or organizations imply endorsement by the U.S. government. Readers are free to duplicate and use these materials in keeping with accepted publication standards. NCELA requests that proper credit be given in the event of reproduction.

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Introduction

This report analyzes the annual performance reports of 51 K-12 foreign language education projects funded during Fiscal Years 1999 and 2000 under the Title VII Foreign Language Assistance Program (FLAP). As a part of Public Law 103-382, *The Improving America's School Act of 1994*, FLAP grants were awarded to state educational agencies and local educational agencies and provided for the establishment, improvement or expansion of foreign language study for elementary and secondary school students.

Awards to state educational agencies are intended to support programs that promote systemic approaches to improving foreign language learning in the state. Grant funds are to be used by local educational agencies to demonstrate approaches that can be disseminated and duplicated in other local educational agencies, and to make provisions for professional development. This report addresses eight overarching policy questions posed by the Office of English Language Acquisition (OELA), Language Enhancement & Academic Achievement for Limited English Proficient Students. It addresses these questions by summarizing information provided by grantees, as well as by giving examples of how the questions are addressed within each grant's documentation. The eight questions are:

- 1. Were students in the program demonstrating continuous and educationally significant progress annually (yearly score gains) on oral or written foreign language proficiency measures, including student gains toward achieving communicative proficiency and the use of national standards for determining student performance aims in K-12 instruction?*
- 2. Did students in the program demonstrate use of the foreign language in real communication situations?*

3. *How were students' language abilities assessed? How many projects used the national standards to monitor student performance? How many utilized evaluation procedures that measure students' ability to use the target language in real communicative situations?*
4. *What qualifications did teachers possess? How many teachers participated in in-service training or staff development activities during the term of the grants? What types of credentials or capabilities resulted from these activities?*
5. *How many projects had well-articulated sequences of language instruction that took students from the beginning stages of foreign language competency to more accomplished levels (elementary to high school)?*
6. *Which projects developed or implemented model strategies that can be disseminated to other localities? Which program types were most commonly adopted by the grants?*
7. *How much time, on a daily or weekly basis, was devoted to teaching the foreign language?*
8. *What do grants report that they have done to build capacity and continue activities beyond the expiration of federal funding? At what level (in terms of students served) will the program continue?*

A complete listing of the 51 grants awarded in this initiative is provided in Table 1. This table includes the grant title, the institution receiving the award and each program's focus language(s).

In order to gather information for this report, each project file was carefully reviewed and studied. Detailed notes were assembled for each aspect of the project, particularly as they

related to the requisite policy questions. When detailed summary information became available for all projects, the investigation team organized the information to provide answers to the questions. Each section that follows addresses, in detail, one or more of the policy questions.

Table 1
Grants Studied in this Report

<i>Grant Title</i>	<i>Institution</i>	<i>Language(s)</i>
<i>A K-8 Program in Mandarin Chinese</i>	Montgomery County (MD) Public Schools	Chinese
<i>Bakersfield City Elementary School Project</i>	Bakersfield City (CA) Schools	Spanish
<i>Building a Standards-Based Foreign Language Program Beginning in Elementary Grades</i>	Pittsburgh (PA) Public Schools	All
<i>Chinese Cultural Center</i>	Capistrano (CA) Unified School District	Chinese
<i>Colorado Implements New Foreign Language Standards</i>	Colorado Department of Education	All
<i>Delaware CAP Initiatives</i>	Delaware Department of Education	All
<i>Elementary Foreign Language Improvement Program</i>	East Isslip (NY) School District	Spanish
<i>Elementary Foreign Language Program</i>	Calhoun City (GA) Schools	Spanish
<i>Elementary School Foreign Language Expansion Program</i>	Portland (ME) Public Schools	F, S
<i>Foreign Language Assistance Program</i>	Florida Department of Education	All
<i>Foreign Language Assistance Program</i>	Appleton Area (WI) School District	Spanish
<i>Foreign Language Assistance Program</i>	New Mexico Department of Education	Spanish
<i>Foreign Language Assistance Program</i>	Milwaukee (WI) Public Schools	F, G, S
<i>Foreign Language Assistance Program</i>	Jamul-Dulzura (CA) Unified School District	Spanish
<i>Foreign Language Assistance Program</i>	Cornish (NH) School District	French
<i>Foreign Language Assistance Program</i>	DeSoto County (FL) Public Schools	Spanish
<i>Foreign Language Assistance Program</i>	California Department of Education	All
<i>Foreign Language Assistance Program</i>	Piscataway (NJ) Public Schools	Spanish
<i>Foreign Language Assistance Program</i>	Strafford (NH) School District	French
<i>Foreign Language Assistance Program-- Adelante</i>	Community School District 18, NY	Spanish
<i>Foreign Language at the Elementary School</i>	Poudre (CO) School District	Spanish
<i>Foreign Language Improvement Project</i>	Menasha (WI) Joint School District	G, J, S
<i>Glastonbury Foreign Language Initiative</i>	Glastonbury (CT) Public Schools	All
<i>Hollis FLEX/FLES Program for Small, Rural Communities</i>	Hollis (NH) School District	F, G, J, S
<i>Hynes Elementary French Immersion Program</i>	Hynes Elementary School, New Orleans, LA	French
<i>Innovative Japanese Enrichment Program</i>	Brea Olinda (CA) Unified School District	Japanese

<i>Interactive Distance Learning Chinese Language and Culture—Middle School Project</i>	School District of Philadelphia (PA)	Chinese
<i>Jackson Language Academy’s Asian Language Center</i>	Chicago (IL) Public Schools	C, J
<i>Kentucky Foreign Language and Curricular Frameworks</i>	Kentucky Department of Education	All
<i>Meeting National Standards in Immersion Programs</i>	Montgomery County (MD) Public Schools	All
<i>Michigan Improving Language Instruction for Teachers and Students</i>	Michigan Department of Education	All
<i>Newton’s Early Language Learning Initiative</i>	Newton (MA) Public Schools	C, S
<i>Okaloosa World Languages Program</i>	Okaloosa County (FL) Public Schools	Spanish
<i>Partnerships for Quality: Developing Teachers and Schools for K-12 Programs</i>	Wisconsin Department of Public Instruction	All
<i>Project DIRE</i>	St. Martin Parish (LA) School District	French
<i>Project FACT</i>	Lafayette Parish (LA) Public Schools	French
<i>Project FOCUS</i>	Memphis City (TN) Schools	C, F, S
<i>Project Hola, Hola</i>	Portland (OR) School District #1	Spanish
<i>Project KAIGI</i>	Brevard County (FL) Public Schools	F, G, S
<i>Project LEAP</i>	Los Angeles (CA) Unified School District	Spanish
<i>Project Legacy</i>	Huntington Beach (CA) Union High School District	Spanish
<i>Project Mind</i>	Aina Haina Elementary School, HI	Japanese
<i>Project SEPAS</i>	Belton (TX) Independent School District	Spanish
<i>Project SEPPA</i>	Englewood (NJ) Public Schools	Spanish
<i>Project SESO</i>	Palm Beach County (FL) Public Schools	Spanish
<i>Project SPEAK</i>	Los Angeles (CA) Unified School District	Korean
<i>Project Success</i>	Broward County (FL) Public Schools	Spanish
<i>Project WOFLES</i>	Worthington (OH) Public Schools	J, S
<i>Second Language Proficiency for All Children</i>	Eugene (OR) School District 4J	F, S, J
<i>The Global Project</i>	San Dieguito (CA) Union High School District	J, S

Student Progress

In addressing the eight questions posed in the specifications for this report, Questions 1 and 3 will be considered in tandem because they both relate to student gains and how those gains were measured. This report will initially address these questions and their responses.

Were students in the program demonstrating continuous and educationally significant progress annually (yearly score gains) on oral or written foreign language proficiency measures, including student gains toward achieving communicative proficiency and the use of national standards for determining student performance aims in K-12 instruction?

How were students' language abilities assessed? How many projects used the national standards to monitor student performance? How many used evaluation procedures that measure students' ability to use the target language in real communicative situations?

First, measurements used to assess student progress will be examined, followed by a discussion of the findings. While the vast majority of grants studied for this report chose to use locally designed assessment measures (which will be discussed elsewhere in this section), many projects elected to employ external, standardized measurements to determine student and program progress. The report will first examine those grants that turned to standardized assessments.

Standardized Assessment Measurements

Among those grants that used standardized forms of assessment, no single instrument emerged as the overall popular choice. Assessment instruments used include:

1. *Apranda 2 (La Prueba de logros en español, segunda edición)*
2. *Foreign Language Oral Skills Evaluation Matrix (FLOSEM)*
3. *IDEA Language Proficiency Tests (Spanish)*
4. *Iowa Test of Basic Skills (ITBS)*

5. *ACTFL Oral Proficiency Interview*
6. *Stanford Achievement Text [Version 9]*
7. *Student Oral Language Observation Matrix (SOLOM)*
8. *Student Oral Proficiency Assessment (SOPA)*
9. *UCLA Korean Reading Comprehension Test*
10. *UCLA Listening Proficiency Test in Korean*
11. *UCLA Writing Proficiency Test in Korean.*

An examination of each of these assessment tools, with the exception of the UCLA-developed Korean tests (for which information was unavailable), follows.

Aprenda 2 (La Prueba de logros en español, Segunda edición)

Aprenda 2 assesses academic achievement of Spanish-speaking students using a norm-referenced test specifically designed and created in Spanish to meet the needs of native Spanish-speaking students. Multiple choice assessments covering reading, mathematics, language listening and English are available for kindergarten through grade 12 with optional open-ended assessments in reading, mathematics and writing provided in grades 1-12.

Foreign Language Oral Skills Evaluation Matrix (FLOSEM)

The *Foreign Language Oral Skills Evaluation Matrix* (FLOSEM), developed by Stanford University, offers teachers a way to evaluate a student's current oral proficiency in a foreign language. The FLOSEM focuses on five competencies:

1. comprehension
2. fluency
3. vocabulary
4. pronunciation
5. grammar

Scores represent a continuum of abilities at six levels, ranging from extremely limited ability (Level 1) through native-like ability (Level 6). The test is considered a valid tool, developed specifically for use with the Asian languages and modeled after the *Student*

Oral Language Observation Matrix (SOLOM). It is addressed more thoroughly later in this report.

Idea Language Proficiency Tests

The *IDEA Language Proficiency Tests* were designed to evaluate proficiency in children from age three through grade 12. The Reading/Writing test may be administered independent of the oral test, but both tests are required to provide an overall assessment of language ability. The *Oral Proficiency Tests for Spanish* were designed to determine the proficiency levels of students whose native languages are other than Spanish, and who are being considered for placement in a program where Spanish is taught as a foreign language. These tests are administered individually, using an easel-style book with pictures that correspond to test questions. The domains tested are syntax, morphological structure, lexical items, phonological structure, comprehension, and oral production. Students are then classified as Non-Spanish Speaking, Limited Spanish Speaking, or Fluent Spanish Speaking.

The *IDEA Reading Tests* include multiple-choice items in several domains:

1. Vocabulary: One of four words is chosen to describe a picture.
2. Vocabulary in Context: One of four words is chosen to complete a sentence.
3. Reading and Understanding: A prose passage is followed by related comprehension questions similar to those found in the Vocabulary in Context section.
4. Reading for Life Skills: The same format as Reading and Understanding is used, except for product labels, street signs and popular print.
5. Language Usage: Grammar and punctuation guidelines used in writing are emphasized.

The *IDEA Writing Tests* are comprised of three sections:

1. Conventions: A multiple-choice sentence completion task tests knowledge in writing conventions such as capitalization, punctuation and abbreviations.
2. Write a Story: The examinee writes a few sentences to describe a picture story.

3. **Write Your Own Story:** The examinee writes a brief argumentative essay or a short narrative paragraph, depending on his or her level of knowledge.

Iowa Test of Basic Skills (ITBS)

Originally designed by the University of Iowa to assess high school students, today the *Iowa Test of Basic Skills* primarily focuses on the assessment of students in grades kindergarten through eight. It is a scaling test based on both empirical data and extrapolation and one in which medians are used for Grade Equivalent (GE) scores for the robustness of median against outliers. Scores are provided for the following:

- listening
- word analysis
- vocabulary
- reading
- comprehension
- language
 - spelling
 - capitalization
 - punctuation
 - usage
- visual reference materials
- mathematics
 - concepts
 - problem solving
 - computation
- social studies
- science
- writing and listening components

FLAP projects that relied on assessments from the ITBS did so for two general reasons: (1) to measure the English language ability of minority language students who are enrolled in dual language programs, and (2) to show that second language learners do as

well, if not better, on standardized assessment measures than non-second language learners.

ACTFL Oral Proficiency Interview (OPI)

The *ACTFL Oral Proficiency Interview (OPI)*, developed by the American Council on the Teaching of Foreign Languages, is a standardized procedure for the global assessment of functional speaking ability. Through a carefully structured, face-to-face or telephone interview, a trained and certified tester elicits a ratable speech sample from the test-candidate. The tester monitors the speech sample during the interview, using a carefully structured series of questions or comments, and following the established ACTFL protocol of "probes" and "level-checks." The interviewee is often asked to take part in role-playing, which presents an opportunity for him/her to perform linguistic functions that a straightforward question-answer interview would not permit. The language sample, tape recorded at the time of the interview, is rated only after the conversation, when the tester has had an opportunity to listen carefully to the entire taped interview. The sample is then rated by reference to the descriptions of 10 proficiency levels from the ACTFL Proficiency Guidelines. In order to maintain the accuracy and validity of the ACTFL OPI, each taped interview for which ACTFL certification is granted must be sent to the ACTFL Testing Office (Language Testing International). This office then arranges for it to be double-rated by another reliable tester. In cases of disagreement over a ratable sample, an arbitrator (usually a tester-trainer) rates the interview.

Stanford Achievement Test [Version 9] (SAT-9)

The *Stanford Achievement Test Series, Ninth Edition, (Stanford 9)* is a combination of multiple-choice and open-ended subtests that measure students' educational achievement. Multiple-choice items in the *Stanford 9* have the following characteristics:

- They are framed within classroom or real-life situations.
- They often elicit actual performance from a student.
- Many of them measure strategies or processes.
- They integrate process with knowledge.

The open-ended subtests address instructional objectives that are best measured with performance-based tasks and student constructed responses. The *Stanford 9* open-ended component can be used separately or as a supplement to the multiple-choice battery. Projects that utilized the SAT-9 did so for the same reasons as those that used the ITBS, as stated above.

Student Oral Language Observation Matrix (SOLOM)

The *Student Oral Language Observation Matrix* (SOLOM), developed by the California Department of Education, is a rating scale for assessing a student's oral language proficiency in five domains:

1. comprehension
2. fluency
3. vocabulary
4. pronunciation
5. grammar

Generally used to determine whether English proficient students' use of the English language is limited, the SOLOM was adapted (in the case of the grant that used it) to assess English-speaking students' proficiency in Korean comprehension, fluency, vocabulary, pronunciation and grammar.

Student Oral Proficiency Assessment (SOPA)

The *Student Oral Proficiency Assessment* (SOPA), originally developed in 1991 by the Center for Applied Linguistics (CAL) for use with immersion programs, was adapted (along with its rating scale) in 1996 for use in other foreign language in the elementary school (FLES) programs. The SOPA is designed to assess students' ability to understand and speak a foreign language. Reliability and validity testing were completed in 1999 for both versions of the SOPA. Subsequently, both forms of the SOPA, the SOPA rating scales, the SOPA Administrator's Manual, and student self-assessments were finalized. These materials are available through the Center for Applied Linguistics.

Before looking at how particular grants have used these standardized assessments, it is important to recall that the investigation of these projects comes at a time when the projects have not actually ended. Documentation used to write this report covered the first two years of each grant's existence because third-year performance reports are not due to the Office of English Language Acquisition (OELA) until spring of 2002, the same time-frame as the writing of this report. Moreover, many grants chose not to use standardized testing mechanisms until the second year of the grant so that the project's instructional impact would have been made prior to testing. In those cases, test data did not arrive into the hands of the schools until after the second year report was written and submitted.

Some schools, nonetheless, did proceed to test earlier in the project's life and have provided data that can be examined. Therefore, the following section of this chapter examines assessment of student progress in two ways: (1) data that were collected and can be discussed through the analysis of two case studies; and (2) assessment systems that projects intend to use, and will provide results for, in their Year 3 performance reports.

**Case Study 1: Stanford Achievement Test [Version 9] (SAT-9)
Student Oral Language Observation Matrix (SOLOM)
UCLA Korean Reading Comprehension Test
UCLA Listening Proficiency Test in Korean
UCLA Writing Proficiency Test in Korean.**

Project SPEAK [PR/Award No. T293B990033] of the Los Angeles Unified School District chose to use the SAT-9 to measure the English language ability of its Korean-dominant students and to illustrate the academic gains of the English-dominant students who are learning Korean. *Project SPEAK* is designed to improve and expand an existing Korean/English dual language program at Denker Elementary School. The primary target group is 75 English-speaking students and their parents, with secondary beneficiaries being 105 Korean-speaking English language learners who require bilingual

services in Korean and English at the school. The principal focus of the grant is to develop the Korean and English literacy skills of both Korean-speaking English learners and native English speakers.

Since *Project SPEAK* is the continuation of an existing dual language program, analysis of data is facilitated because test scores have been accumulating for several years. SAT-9 tests are administered to all California elementary school students as per the State Department of Education directive for accountability purposes. Annual results reflect considerable academic progress in both the target and secondary focus groups of this project. Both native English speakers and Korean-speaking English language learners scored above the grade norm in language in all grades tested. In mathematics, native English speakers scored above grade norm in grades 2, 3 and 5 while the Korean-speaking English language learners scored above grade norm in all grades tested.

To measure student learning in the Korean language, the *Student Oral Language Observation Matrix* (SOLOM) was selected to measure oral proficiency while assessments developed by the University of California – Los Angeles were used to measure growth in listening, reading and writing.

The SOLOM measures oral proficiency by looking at five domains: comprehension, fluency, vocabulary, pronunciation and grammar. Oral performance is then rated using the following chart.

Table 2
SOLOM Test Focus

SOLOM Level	SOLOM Possible Score	Korean Proficiency Level
I	5	Pre-Speech Production (no Korean proficiency)
II	6-10	Early Korean Speech Production I
III	11-15	Early Korean Speech Production II
IV	16-20	Korean Speech Emergence
V	21-25	Intermediate Korean

		Speech Production
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Teachers use the SOLOM to rate a student’s Korean oral language abilities based on different classroom contexts. As seen above, the scores range from five, representing no Korean ability, to 25, designating native Korean speaking ability within each domain. Scores in each domain can be totaled for a Korean oral-language proficiency score, or kept distinct for subscale scores. Total proficiency scores fall within one of five Korean proficiency levels as depicted above.

In oral language, the project objective for Year 1 was that after the first year of the program, 50% of the English proficient students will improve, on the average, five points in Korean oral language skills as measured by the SOLOM. The results revealed that half of these students improved 3.8 points in Korean oral language skills as measured by the SOLOM, indicating that the objective was partially met in Year 1.

The oral proficiency objective for Year 2 was the same—that half of the English proficient students would improve, on the average, by five points in Korean oral language skills on the SOLOM. Data show that half of these students improved by 2.9 points in Korean oral skills, again showing partial fulfillment of the objective.

While the target group of students in *Project SPEAK* only partially met the objective aimed at oral proficiency in the Korean language, better results for reading, writing and listening were visible in the UCLA-developed tests. This battery of tests, focused on listening and reading comprehension, and writing, were jointly developed by the Los Angeles schools and the Department of East Asian Languages and Cultures at the University of California, Los Angeles.

Here are the targets and the results of the UCLA tests:

Reading Comprehension in Korean

Target Year 1: By the end of Year 1, 50% of English proficient students will score 25% accuracy on the UCLA Reading Comprehension Test.

Result Year 1: Half of the English proficient students scored 48.6% accuracy on reading comprehension in Korean.

Target Year 2: By the end of Year 2, 50% of English proficient students will score 35% accuracy on the UCLA Reading Comprehension Test.

Result Year 2: Half of the English proficient students scored 53.7% accuracy on reading comprehension in Korean.

Writing Proficiency in Korean

Target Year 1: By the end of Year 1, 50% of English proficient students will score on the average, five points on the UCLA Writing Proficiency Test in Korean. Maximum score 20 points

Result Year 1: Half of English speaking students scored 7.1 points on the UCLA Writing Proficiency Test in Korean.

Target Year 2: By the end of Year 2, 50% of English proficient students will score on the average, five points on the UCLA Writing Proficiency Test in Korean. Maximum score 20 points

Result Year 2: Half of English speaking students increased 11.9 points on the UCLA Writing Proficiency Test in Korean.

Listening Proficiency in Korean

Target Year 1: By the end of Year 1, 50% of English proficient students will score 50% accuracy on the UCLA Listening Proficiency Test in Korean.

Result Year 1: Half of the English proficient students scored 53.8% accuracy on the UCLA Listening Proficiency Test in Korean.

Target Year 2: By the end of Year 2, 50% of English proficient students will score 65% accuracy on the UCLA Listening Proficiency Test in Korean.

Result Year 2: Half of the English proficient students scored 69.6% accuracy on the UCLA Listening Proficiency Test in Korean.

Case Study 2: Stanford Achievement Test [Version 9] (SAT-9) Idea Language Proficiency Tests

Project Legacy [PR/Award # T293B990048-99] at Westminster High School in the Huntington Beach (CA) Union High School District is a program designed to assist Spanish-speaking students at the high school to develop their linguistic abilities and increase their knowledge of the culture of the Spanish-speaking world. The grant has enabled the school to move from a barely existing language offering for heritage Spanish learners to a highly developed Spanish for Native Speakers (SNS) program that consists of three distinct courses. These courses range from the development of basic literacy skills through the introduction of Hispanic literature. The grant was partially conceived to address growing concerns about languishing standardized test scores of heritage Spanish speakers and lack of growth in their Spanish language ability. To measure the project's effectiveness at hitting those targets, the SAT-9 was chosen to plot general academic gain while the *IDEA Language Proficiency Tests* were selected to demonstrate growth in Spanish language development.

The project's goal is that by the third year (spring 2002), 75% of the SNS students will score higher on the Language sub-test for the SAT-9 than they did before entry into the SNS program. Mid-point results (those reported for the second year of the program) show that nine of the 19 students (47%) served in the project improved their reading scores while six of the 19 (32%) improved their language scores.

For the administration of the *IDEA Proficiency Test* to measure Spanish language growth, the project goals are for at least 75% of the SNS students to increase their oral language fluency at one level or for students who had already reached the highest level to maintain that level. Mid-point data show that, at the conclusion of the second year of the program, 56% of students had increased their fluency by one level, or were maintaining the highest level measured.

The following section of this chapter will delineate the *choice* of assessment measurements selected by certain programs and will provide as much information as possible about *how* the programs intend to use these assessments, given that data have not yet been reported.

Foreign Language Oral Skills Evaluation Matrix (FLOSEM)

Several projects are using the FLOSOM to measure student gain. The *Innovative Japanese Enrichment Program* [PR/Award # T293B990006] of the Brea Olinda (CA) Unified School District is designed to, among other things, (1) enhance the high school Japanese program; (2) provide summer Japanese enrichment opportunities for the middle school and after-school enrichment at the elementary school; and, (3) employ native-speaking Japanese paraprofessionals to provide listening and speaking opportunities, as well as assist in assessment of student progress. The Japanese-speaking paraprofessionals will be use the FLOSOM twice each year to measure student growth in comprehension, fluency, vocabulary, pronunciation and grammar. Each interview will be taped so that a record of progress can be maintained.

The *Chinese Culture Center* [PR/Award #T293B000037] at Las Flores Elementary School in San Juan Capistrano, CA provides 550 students at this school the opportunity to study Mandarin Chinese and Chinese culture. The Center affords an on-campus demonstration site displaying Chinese artifacts, realia and decorative art, as well as interactive Chinese language instructional software for each classroom, after school enrichment classes, and parent/community involvement opportunities. An outside evaluator who uses the FLOSOM to measure progress toward Chinese language ability is assessing a random sample of students. Pre- and post-tests are used to calculate growth.

Iowa Test of Basic Skills (ITBS)

The *Elementary Foreign Language Program* grant [PR/Award # T293B990029] in Calhoun, GA aims to provide graduated degrees of Spanish language and culture instruction to all K-8 students in this school district. To offer proof that students who

study foreign languages perform better on standardized measures of English language, reading and, sometimes, mathematics, this district will use comparative data from the *Iowa Test of Basic Skills*. At the writing of this report, statistics were not yet available, although preliminary results pointed to a slight increase in academic achievement by project students.

ACTFL Oral Proficiency Interview (OPI)

Three projects chose to determine student oral performance in the target language through the *ACTFL Oral Proficiency Interview* (OPI), or through locally designed assessments closely linked to it. The project *Building a Standards-Based Foreign Language Program Beginning in the Elementary Grades* [PR/Award No. T293B990021] operated by the Pittsburgh (PA) Public Schools, is (1) providing an expansion of elementary school foreign language offerings, as well as Spanish instruction to teaching staff; (2) revising and refining assessments to take better advantage of technological resources; and (3) affording rich professional development experiences for foreign language teaching staff and non-foreign language staff. While building its own assessment base that will be computer-mediated (discussed later in this chapter), the Pittsburgh schools have been informed by the OPI levels and its assessment aims. Staff have determined that students leaving middle school should perform in the Novice-High range of oral proficiency, while students completing the third year of high school language should register as Intermediate-Low oral language users.

The *Okaloosa World Language Program* [PR/Award # T293B990149], located in Okaloosa County, FL, was conceived to develop an elementary foreign language program with the primary goal of facilitating the acquisition of Spanish language and culture and the integration of limited-English proficient student and community members within the selected schools of the project. Like the Pittsburgh project described above, the Okaloosa program did not use the actual OPI to assess students, but was inspired by it to design its own instrument. Foreign language faculty took part in Modified Oral Proficiency Interview (MOPI) training and then adapted that information for their specific purposes.

In Eugene, Oregon, the project *Second Language Proficiency for All Children* [PR/Award #T293B99090] improves and enhances the district's second language program and involves three existing language immersion programs and one pilot FLES program that is heavily thematic in design. To determine language performance levels, this project actually uses OPIs. Over the past few years, a massive effort was launched throughout the state of Oregon to train teachers in the administration of the OPI. As a result, a number of teachers in the Eugene district are certified testers (to administer an "official" OPI, the tester must be certified by the American Council on the Teaching of Foreign Languages) and are capable of giving the assessment to district students. The project, then, set as one of its goals that immersion students would reach the Intermediate-Low stage by sixth grade and Intermediate-High by eighth grade. Results of these assessments were not yet available at the time this document was prepared.

Locally Designed Assessment Measurements

While the examples above point to representative samples of FLAP projects that used standardized forms of assessment to measure student progress, a number of FLAP projects chose to use locally designed instruments. The following section will examine four grants that chose to follow that route of assessment.

Case Study 3: *Project Adelante*

Expanding on its existing program of elementary school foreign language instruction, Community School District 18 in Brooklyn, NY began *Project Adelante* [PR/Award # T293B990142] with four goals in mind: (1) expansion of Spanish language instruction; (2) extensive professional development; (3) greater implementation of its curriculum; and (4) enhanced parental involvement. This video-based program depends upon regular classroom teachers becoming highly involved in the program and becoming partners with the Spanish language specialist who comes into each classroom once per week. The regular classroom teacher supplements the work of the Spanish specialist on a daily basis.

Believing that available standardized assessments would not adequately address the instructional dimensions of the Brooklyn program, the foreign language specialists and the project director designed a local instrument to look at four areas of student growth:

1. commands (five commands to be mastered);
2. oral responses to Spanish questions (five questions/answers to be mastered);
3. oral performance in Spanish with English clues (five phrases to be mastered); and
4. listening comprehension with picture association (10 tasks to be mastered).

Pre- and post-test administrations of the locally designed assessment showed that students made considerable progress during the course of the project's first year (Table 3).

Table 3
***Adelante* Assessment Tool**
Number and Percent of Students Achieving Mastery
Year 1 (1999-2000)

<i>Grade</i>	<i>Students Achieving Mastery on Pretest</i>	<i>Students Achieving Mastery on Posttest</i>	<i>Students Improving from Pretest to Posttest</i>
3	18 (36.0 %)	44 (88.0%)	46 (92.0%)
4	17 (33.3%)	43 (84.0%)	43 (84.3%)
5	21 (52,5%)	39 (97.5%)	40 (100%)
Total	56 (39.7%)	126 (89.4%)	129 (91.5%)

The percentage of students achieving mastery increased from 39.7% on the pre-test to 89.4% on the post-test. Results by grade show that all fifth graders improved their performance on the assessment tool from pre-test to post-test.

Case Study 4: *Foreign Language Improvement Project*

The Menasha (WI) Joint School District implemented the *Foreign Language Improvement Project* [PR/Award # T293B990065] to address the following needs of its existing elementary school program:

1. create comprehensive State Standard Benchmark Assessments and assessment strategies for grades K-5;
2. establish a well-articulated K-12 foreign language program;
3. offer a way for students to have regular, scheduled interaction with native Spanish, Japanese and German speakers; and
4. institute a support program/network for parents to encourage them to nurture their children in learning foreign languages at the elementary school level.

As laudable as all of these project goals are, what bears highlighting most is the goal to create assessments and assessment strategies. Taking advantage of the great value of alternative forms of assessment, especially for elementary school children, the Menasha project leadership determined that the assessment option of portfolios offered a rich and equitable way to demonstrate student progress toward reaching higher levels of language proficiency. However, as many educators across the country have discovered, portfolio assessment has its challenges, particularly regarding maintenance and portability.

To address these challenges, the major undertaking of the Menasha project team has been the creation of electronic assessment portfolios for each student. These portfolios follow the students throughout their foreign language program of study within the district. Teachers have been trained in the technologies required to make the electronic portfolio a reality, and piloting of the process and product were scheduled to be conducted at the time of submission of the last performance report. Once the kinks are worked out of the system, the district will post the portfolios on the K-5 foreign language Web site. This will allow parents to become knowledgeable of their child's progress and, in turn, supporters of this form of student growth assessment.

Case Study 5: Building a Standards-Based Foreign Language Program Beginning in Elementary Grades

The Pittsburgh (PA) Public Schools launched its FLAP grant (PR/Award # T293B990021) to (1) expand its world language program at the elementary school level; (2) refine and improve upon its oral proficiency assessment tasks; (3) provide enriching professional development for the district's foreign language teachers; and (4) disseminate

project information at national, state and regional conferences. Its goal of improving its assessments, however, is the jewel of this particular project. District foreign language teachers were provided extensive professional development to gain understanding of the ACTFL OPI rating scale. They used this knowledge in the design and implementation of its oral assessment program.

During the spring of the project's first year, district foreign language teachers administered and rated nearly 800 oral proficiency tests that were taken by eighth graders and by students at the third year level of high school. According to the district foreign language supervisor who also serves as project director, test administration was "low tech"—with directions to the oral tasks given through a large tape player and student responses recorded on handheld tape recorders. Many of the district's foreign language teachers cited problems in administering and rating the assessments: malfunctioning tape recorders and tapes, excessive background noise, misplaced or lost tapes in the shuffle between raters, improper use of recorders by students, etc. Due to these difficulties, testing results were laboriously discerned.

To alleviate the problems and frustrations with this on-target idea of student oral performance assessment, the Pittsburgh project is now in the midst of designing computer software that will make such assessment more accurate, more effective and certainly more manageable. Aiding the move toward a more technologically advanced method of assessing student oral performance is the district-wide installation of fiber optic networking among all of its schools. At the time of this investigation, the software developer had demonstrated the questioning protocol of the computer-driven assessment, which project staff observed to be very user-friendly and easy to implement.

Clearly, this initiative could pave the way for more efficient, more effective, and more affordable ways to assess student oral use of the foreign language. Assuming easy portability of the Pittsburgh software, this assessment endeavor could serve as a national model.

Case Study 6: *Foreign Language in the Elementary School*

The Appleton (WI) Area School District FLAP grant, *Foreign Language in the Elementary School* [PR/Award # T293B990141], provides a pilot program to elementary children in three of the district's 16 elementary schools. A full-time Spanish teacher who is certified in elementary education and foreign language education for the elementary school staffs each school. In addition to teaching their students, these teachers also write curriculum, develop assessments and continue outreach programs for the entire school community.

One thing the teachers learned in their training, and had validated from regular elementary classroom teachers, is the tremendous value of observation checklists as a valid and reliable convention of assessing progress, particularly at the primary grade levels. Since paper and pencil tests are developmentally inappropriate for this age child, the Appleton Elementary School foreign language teachers have developed a series of checklists that not only advise the teacher what the student knows and can do, but clearly communicate this information to the student and his parents. The sample seen in Table 4 is an excellent example of the assessment of language development that is connected to the regular grade-level content of the elementary school.

Other components of the observation checklist address comparisons (student comparison of first to second language, first to second culture) and communities (student use of the language outside the classroom or school). These two elements—comparison and communities—are overt associations with the national foreign language standards and the state standards adopted by the Wisconsin Department of Public Instruction for foreign language education in state schools.

While the locally designed assessment measures discussed in this chapter may not have the sophistication and widespread use that certain nationally recognized standardized assessments command, they nonetheless illustrate that FLAP projects still have the

capacity to plot strategies that ascertain the degree to which student learning is improving. Instructional direction can then be modified based on that information.

Table 4
Observation Checklist Used by the Appleton, WI FLAP Project

<i>Communication</i>	<i>Yes</i>	<i>Still Practicing</i>
The student listens and responds appropriately to Spanish spoken in class.		
The student can follow directions given in class.		
The student can respond to simple, memorized questions such as “What is your name?”		
The student can ask simple, memorized questions such as “How are you?”		
The student is beginning to read known Spanish words and phrases.		
The student is beginning to write known Spanish words and phrases.		
The student can count from 1-69.		
The student can say what the weather is like.		
The student can say what day it is today, what day it was yesterday and what day is tomorrow.		
The student can name political formations found on a map (city, state, country, continent, world).		
The student can name the seven continents.		
The student can name land and water formations (lakes, rivers, hills, mountains, plains, island, oceans).		
The student can list various forms of transportation, past and present.		
The student can state that the equator divides the earth into north and south.		
The student can sing simple songs.		

Communicative Instructional Models

The second of the eight questions posed for the focus of this report asks the following:

Were students in the program demonstrating use of the foreign language in real communicative situations?

Providing responses to this question also allows the investigator to address that portion of question #1 that asked about “*the use of national standards for determining student performance aims in K-12 instruction.*” This writer had the opportunity to serve as investigator for a previous round of FLAP grant reports and found very little adherence to, or mention of, national foreign language standards in any of the report narratives. Quite the opposite has been found in these projects. Any reader would be hard-pressed to find funded projects that not only mentioned and alluded to national standards, but also made them an integral part of the project. For many, it is apparent that the project’s focus on national standards is a reflection of the district’s belief in their importance, at not only the national level but the state level, too. The influence of the national standards is ubiquitous in these projects. From project goals closely tied to district instructional focus, to standards goal areas serving as the focal points of the grants themselves, educational entities that received these grants seem to have internalized the important messages of the foreign language standards movement and are moving forward to make sure that instruction mirrors that philosophical buy-in.

Answering the question of students using foreign language for actual communicative situations plays right out of the adoption of national and state standards. When classroom teachers implement the foreign language standards, students communicating in real-life ways is guaranteed, as long as students are also motivated to achieve the outcomes. A quick review of the national foreign language standards underscores this assumption.

<i>Communication</i>	<i>Communicate in languages other than English</i>
Standard 1.1	Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
Standard 1.2	Students understand and interpret written and spoken language on a variety of topics.
Standard 1.3	Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
<i>Cultures</i>	<i>Gain Knowledge and understanding of other cultures</i>
Standard 2.1	Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
Standard 2.2	Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
<i>Connections</i>	<i>Connect with other disciplines and acquire information</i>
Standard 3.1	Students reinforce and further their knowledge of other disciplines through the foreign language.
Standard 3.2	Students acquire information and recognize distinctive viewpoints that are only available through the foreign language and its cultures.
<i>Comparisons</i>	<i>Develop insight into the nature of language and culture</i>
Standard 4.1	Students demonstrate understanding of the nature of language through comparison of the language studied and their own.
Standard 4.2	Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
<i>Communities</i>	<i>Participate in multilingual communities at home and around the world</i>
Standard 5.1.	Students use the language both within and beyond the school setting.
Standard 5.2	Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Thus, students engaged in learning that is characterized by these operational tenets cannot help but learn to communicate in real-life ways.

Also, in regard to the question addressed in this chapter, one important observation must be made from the outset: the ability of a language user to function in a real communicative way

requires the user to possess at least an Intermediate level of oral proficiency as measured by the *ACTFL Proficiency Guidelines*. General professional opinion indicates that students do not reach such a level until the third, fourth or fifth year of high school language studies (when no prior foreign language study exists) and not until the middle school years for students who begin foreign language learning in the elementary grades. Therefore, it must be understood that, in some cases, searching for examples or implications of “real communication situations” must be undertaken with the linguistic developmental level of the student in mind. For example, it is unlikely that the reports documenting programs at the elementary school level will provide much evidence of students operating in real communication situations—situations that one might expect to encounter and negotiate during the course of a normal day. However, such reports will indicate that students are learning how to communicate in the language at a pre-functional or Novice (*ACTFL Proficiency Guidelines*) level. This is appropriate for the amount of time they have been exposed to the language.

To specifically address the question posed as the focus of this chapter, this report will provide examples of grant projects that paid specific attention to the importance of a communicative language approach in their documentation.

***Cornish (NH) Elementary School Foreign Language Project
Cornish (NH) School District***

Establishing an elementary school foreign language program is the focus of the Cornish (NH) School District FLAP grant [PR/Award # T293B990120]. To achieve its mission, the district targeted the following goals:

1. develop students’ interest in, and facility for, a foreign language and culture;
2. develop an interdisciplinary approach to language instruction;
3. develop and implement a K-8 curriculum for French instruction;
4. develop and implement a technology plan for support of the curriculum;
5. develop and implement an immersion experience for seventh and eighth grade students;
and
6. establish community connections that will flourish throughout the grant period and beyond.

Reports from Cornish indicate that students are doing well in learning to communicate in the language. The district attributes this success, in part, to the Rassias Method of language instruction, which is designed to increase student involvement in use of the language, foster spontaneity of expression, and eliminate the learner's self-consciousness and fear of mistakes. In addition to students whose class participation appears to be highly motivated, evidence points to out-of-class interest in learning the language in several ways: a number of French instructional CD-ROMS are available for use and are popular among these early learners; French Language Week, held in June, is full of afternoon, evening and weekend activities that not only involve the students but also the entire community; seventh and eighth grade students have the opportunity to understand, first-hand, the relationship between language and culture as a result of immersion experiences that are offered in both Quebec and France.

***Elementary Foreign Language Improvement Program
East Islip (NY) School District***

This FLAP grant [PR/Award # T293B990121] focuses on enhancing an existing elementary school foreign language program. Partnering with the New York Institute of Technology (NYIT), this project (elaborated upon in the Model Strategies chapter) facilitates unique curriculum writing and program development that has foreign language specialists working side-by-side with regular grade-level classroom teachers and instructional technology specialists. The project maximizes the benefits and capabilities offered through computer technology, the Internet and email to assist students in building proficiency in Spanish language and culture, while simultaneously reaching the New York State learning standards in the other disciplines.

The ability of students to use the foreign language in real communicative situations is made easier by the content-relatedness of the East Islip instructional program. Fourth and fifth-grade classroom teachers and foreign language teachers have worked closely together to make certain that students experience these "real life" language opportunities. For example, in the fourth grade units on plants, students use Spanish to compare plants and growing conditions in their target cultures and in their own culture. In a unit on travel, fifth grade students use the target language to track and analyze weather patterns for Latin American countries and the United States, then graph their findings on the computer. These instructional scenarios provide

maximized learning and practice use-opportunities as students improve their understanding of grade-level content while they practice contextualized language. This powerful combination is mutually beneficial to the regular elementary curriculum and the language program..

***Foreign Language Expansion Program
Portland (ME) Public Schools***

The *Foreign Language Expansion Program* [PR/Award # T293B990042] of Portland, ME is designed to develop a foreign language program for students in grades three through 12, thus expanding the existing grades six through 12 program. Among the project's objectives are:

1. the introduction of foreign language study at an early elementary level;
2. the development of a well-articulated, high-quality instructional sequence in grades three through 12 for foreign language learning and professional development; and
3. the creation of evaluation procedures that measure learner's ability to use the target language creatively in real communicative situations.

It is this last delineated objective that provides insights into realistic communicative language situations. Inspired by the backward design model for curriculum development, the Portland teachers addressed the essential knowledge and skills that students need to possess, and then determined how students would best demonstrate that knowledge and those skills. To answer the demonstration question, the teachers turned to performance-based assessment and, for each unit of study, created a performance task in which students would engage to demonstrate their knowledge and communicative language ability.

For the third grade unit when students are focusing on greetings, courtesies, numbers, months, colors, etc., the following performance task is designated.

Performance Task

Could you introduce yourself to a French/Spanish speaking person? You already have learned a lot of French/Spanish words that you can use to do this!

You will be designing and making a poster about yourself. You will then use this poster to introduce yourself in French/Spanish to your classmates and teacher.

Your poster should include a picture or drawing of yourself and the following information: your name, your age, your birthday, your grade, your favorite color and any other criteria your teacher assigns.

You will be assessed on your ability to produce a quality product, your choice of French/Spanish vocabulary, and on the presentation of your poster.

The accumulation of these tasks for each grade level goes a long way in ensuring that students in the Portland, ME foreign language program are learning to communicate in real-world ways.

The Global Project

San Dieguito (CA) Union High School District

The San Dieguito (CA) Union High School District has joined forces with San Diego State University and the University of California, San Diego, to improve and expand foreign language instruction tied to standards, international business concepts and cultural insight through *The Global Project* [PR/Award # T293B990134]. The specific intent of this program is to develop participants' skills in second language competency through international business applications in order for them to be successful participants in the 21st century.

Linking real-life language and culture is crucial to achieving the project's mission. Teachers and students in the district found a unique opportunity to capitalize on an event that would address both language and culture dimensions *and* serve as a powerful motivator for students at the same time. The Argentinean recording artist, Justo Lamas, gave a concert to over 400 middle and high school foreign language students from the district's schools. Students enthusiastically joined in singing with Lamas throughout the concert. In fact, one student sang a rehearsed duet with him. The following afternoon, a district-wide reception and student press conference was held in

Lamas' honor. Spanish language students from four school sites prepared questions and conducted a 90-minute interview with Lamas—done entirely in Spanish—for the schools' newspapers. This was a wonderful and rich opportunity for language students to see the value and practicality of their studies and also enabled them, through the medium of the press, to share their experiences with others—experiences they could *only* have as a result of the second language ability.

Project Mind
Aina Haina Elementary School, HI

Through the FLAP grant, *Project Mind* [PR/Award # 293B990116), the Aina Haina School in Hawaii provides Japanese language and culture instruction for 80 minutes per week to its elementary school children. Results of surveys conducted with students and parents find widespread support for the program and its achievements. And even though this program does not provide an abundance of instructional time for learning Japanese and its culture, the project still has at its heart, the acquisition of communicative competence in the language, albeit tempered by the reality of how much language can be learned in certain periods of time.

A look at the oral assessment used by the *Project Mind* illustrates the desire to teach actual language use. Taken from the functional areas of the Hawaii foreign language standards, Aina Haina students use Japanese to address the following areas:

- tell and ask about name, age, grade
- tell and ask about family members
- tell and ask about favorite colors
- talk about weather, temperature, whether or not you are comfortable
- ask and answer questions about date, days of the week
- ask and answer questions about time
- tell about features of familiar objects (big, small, long, short, etc.)
- tell and ask about favorite foods and drinks
- tell and ask about daily activities
- use polite expressions in context

Students' ability to fully or partially answer questions related to these topics will render them well on their way to learning to use the language for real purposes.

The fact that so many FLAP grants focused on teaching foreign languages through an immersion model (whether full immersion, partial immersion, or dual immersion) reveals that American educators and parents are increasingly aware of immersion education as being among the most efficient and effective methods for native English-speaking students to achieve second-language proficiency. Not only do students learn a second language; they also become responsible for learning the appropriate grade-level content that is taught using the foreign language. The result is that students learn, in possibly the most effective way, appropriate grade-level content *and* a foreign language.

By virtue of the immersion design model, students engaged in such instructional configurations learn to communicate for real purposes. They use their foreign language to perform and explain math functions; they follow directions to complete a science experiment; they develop social studies projects and provide explanations to classmates; and they learn to hop, skip and jump while counting in the foreign language. In short, immersion students use foreign language as the primary means of communicating anything and everything within their instructional environment. Inasmuch as this model implies, by its very nature, that use of language occurs for real and practical reasons, this report will not examine the grants listed below. Rather, they are indicated as examples of immersion models that are effectively leading students to the path that can ultimately take them to functional proficiency in the language.

A K-8 Program in Mandarin Chinese

Montgomery County (MD) Public Schools [PR/Award #T293B990114]

Bakersfield City Elementary School Project (Dual Immersion)

Bakersfield (CA) City Schools [PR/Award #T293990089]

Foreign Language Assistance Grant

Milwaukee (WI) Public Schools [PR/Award #T293B990164]

Foreign Language Assistance Program (Dual Immersion)

New Mexico Department of Education [PR/Award #T293C990010]

Hynes Elementary French Immersion Program

Hynes Elementary School, New Orleans, LA [PR/Award #T293B990129]

Jamul-Dulzura Foreign Language Assistance Project (Dual Immersion)

Jamul-Dulzura (CA) Unified School District [PR/Award #T293B990053]

Mensaha Foreign Language Program Improvement Project

Menasha (WI) Joint School District [PR/Award #T293B990065]

Meeting National Standards in Immersion Programs

Montgomery County (MD) Public Schools [PR/Award #T293B000003]

Project DIRE

St. Martin Parish (LA) School Board [PR/Award #T293B990052]

Project FACT

Lafayette Parish (LA) School Board [PR/Award #T293B000054A]

Project LEAP (Dual Immersion)

Hawaiian Avenue Elementary School, Los Angeles Unified School District
[PR/Award #T293B990146]

Project Speak (Dual Immersion)

Los Angeles Unified School District [PR/Award #T293b990033]

Second Language Proficiency for All Children

Eugene (OR) School District 4J {PR/Award #T293B99090}

The review of documentation provided by grant recipients clearly indicates that students involved in these FLAP projects are learning to use the language they are studying for real communicative purposes. Regardless of the instructional model selected, students are marching along a language performance continuum moving from functioning at Novice levels on the ACTFL Oral Proficiency Scale to sustaining language performance that measures in the Intermediate ranges of proficiency.

Professional Development / Licensure

In the area of professional growth and changing credentials of teachers involved with FLAP grants, this report addresses the following set of questions:

What were the qualifications of teachers? How many teachers participated in in-service training or staff development activities during the course of the grant? What types of credentials and/or capabilities resulted from these activities?

The specific qualifications of participating teachers in these grants are unknown because of the absence of this information in the annual performance reports. However, the following sections will address the numbers of teachers who participated in grant-sponsored training and the changes to credentials and/or level of capabilities that resulted from that training.

Numbers of Participating Teachers

Project directors and project evaluators did not follow one standard format in reporting progress of their projects; therefore, consistent information is difficult to obtain. Some reports document numbers of teachers and other staff who participated in professional development opportunities; others do not address the issue. However, the chart on the following pages illustrates participation information for the focus grants that did report this information.

Table 5**Numbers of Educators Participating in FLAP Grants Investigated in this Report**

<i>Grant Title / Institution</i>	<i>Staff Participation</i>
<i>Building a Standards-Based Foreign Language Program Beginning in Elementary Grades Pittsburgh (PA) Public Schools</i>	113
<i>Colorado Implements New Foreign Language Standards Colorado Department of Education</i>	325
<i>Cornish Elementary School Foreign Language Assistance Program Cornish, NH</i>	2
<i>Delaware CAP Initiatives Delaware Department of Education</i>	64
<i>Elementary Foreign Language Program Calhoun City (GA) Public Schools</i>	4
<i>Elementary School Foreign Language Expansion Program Portland (ME) Public Schools</i>	14
<i>Foreign Language Assistance Program Milwaukee (WI) Public Schools</i>	99
<i>Foreign Language Assistance Program Belton (TX) Independent School District</i>	35
<i>Foreign Language Assistance Program DeSoto County (FL) Public Schools</i>	3
<i>Foreign Language Assistance Program Strafford (NH) School District</i>	29
<i>Foreign Language Assistance Program Brevard County (FL) Public Schools</i>	157
<i>Foreign Language Assistance Program Florida Department of Education</i>	148
<i>Bakersfield City Elementary School Project Bakersfield City (CA) Schools</i>	36
<i>Foreign Language Assistance Program—Adelante Community School District 18, NY</i>	8
<i>Foreign Language in the Elementary Schools Piscataway (NJ) Public Schools</i>	100
<i>Glastonbury Foreign Language Initiative Glastonbury (CT) Public Schools</i>	118
<i>Innovative Japanese Enrichment Program Brea Olinda (CA) Unified School District</i>	3
<i>Jackson Language Academy's Asian Language Center Chicago (IL) Public Schools</i>	20
<i>Jamul-Dulzura Foreign Language Assistance Project Jamul-Dulzura (CA) Unified School District</i>	4

<i>Kentucky Foreign Language and Curricular Frameworks</i> Kentucky Department of Education	78
<i>Michigan Improving Language Instruction for Teachers and Students</i> Michigan Department of Education	92
<i>Newton's Early Language Learning Initiative</i> Newton (MA) Public Schools	148
<i>Partnerships for Quality: Developing Teachers and Schools for K-12 Language Programs</i> Wisconsin Department of Public Instruction	505
<i>Project FACT</i> Lafayette Parish (LA) School Board	48
<i>Project Hola, Hola</i> Portland (OR) School District #1	60
<i>Project Legacy</i> Westminster High School (Huntington Beach [CA] Union High School District)	7
<i>Project SEPPA</i> Englewood (NJ) Public Schools	411
<i>Project SESO</i> Palm Beach County (FL) Public Schools	22
<i>Project Success</i> Broward County (FL) Public Schools	43
<i>The Global Project</i> San Dieguito (CA) Unified High School District	45
<i>Total Staff Participation Reported</i>	2,741

Credentials / Capability Expansion

The degree in which the projects studied during this investigation led to changes in teaching credentials and capabilities in providing better quality foreign language instruction varies. By looking at the multitude of examples from the performance reports that follow, it becomes apparent that there is a variety of professional development opportunities for the teachers charged with implementing these programs. For the examples provided, a brief description of the project's focus will precede the credentials/capability expansion information, unless the particular project has been previously explained in this report.

Credentials Expansion

Partnerships for Quality: Developing Teachers and Schools for K-12 Language Programs Wisconsin Department of Public Instruction

The Wisconsin Department of Public Instruction focused its FLAP grant [PR/Award #T293C990009] on these areas:

1. increasing the number of foreign language programs in elementary schools;
2. increasing the number of teachers certified to teach foreign languages in grades K-12;
3. involving districts in documenting the impact of early language instruction on students' second language proficiency and academic achievement through a data gathering and assessment project; and
4. providing training in proficiency-oriented and standards-based methodology for a cadre of Wisconsin teachers whom will share that training with other teachers.

Credentials Expansion Evidence

Seventy teachers have completed methods and student teaching experiences as part of the process toward full certification to teach foreign languages in the elementary schools.

Project FACT Lafayette Parish (LA) School Board

The main purposes of *Project FACT* [PR/Award #T292B000054] are to strengthen the existing elementary school French immersion program by developing comprehensive, articulated and instructionally sound French Language Arts curriculum, and scope and sequence guides spanning from kindergarten through eighth grade.

Credentials Expansion Evidence

To assist the immersion faculty in their ability to fully implement the new curriculum, the project director and project coordinator developed a six-hour university level course titled *Ecrire et Enseigner*. The course is modeled after the National Writing Project's Teachers' Writing Institute. Seventeen teachers of French have participated and can use this experience toward certification/recertification efforts.

***Project SEPPA
Englewood (NJ) Public Schools***

Project SEPPA [PR/Award #T293B990034] supports the Englewood Public Schools' English-speaking population to meet the second language requirements of the New Jersey Core Content Standards. Among the project's goals are: (1) the delivery of instruction for both language and culture in four of the district's elementary schools; (2) the development of content-based curriculum units to support second language acquisition; and (3) enhanced cross-cultural communication, understanding and appreciation within the target language student and parental components.

Credentials Expansion Evidence

The Englewood Schools have provided an exceptionally aggressive program of professional development for project staff. Consequently, four new teachers have met state certification requirements in foreign languages, and three teachers have completed their master's degree programs.

***Second Language Proficiency for All Children
Eugene (OR) School District 4J***

This Eugene, Oregon FLAP grant is designed to enhance existing elementary school immersion programs particularly in the areas of curriculum and professional development.

Credentials Expansion Evidence

One of the project's outcome statements reads: "*Staff will apply in writing for funds to attend appropriate staff development activities. Those approved will attend classes, conferences, workshops and national meetings.*" Recognizing that not everyone has the same needs and that many veteran teachers already possess adequate training to carry out their jobs, the project staff decided that the most appropriate use of these funds would be to provide additional training for those staff members who need to pass tests required for state certification.

Capabilities Expansion

Bakersfield City Elementary School Project Bakersfield City (CA) Schools

In a district where the number of language minority students has tripled in the past 10 years, while at the same time academic achievement has dropped, the Bakersfield, CA City Schools believe in a teaching methodology “that respects and integrates students’ values, beliefs, histories and experiences into the learning environment.” For minority language learners, the district believes that their home language and culture can enrich and accelerate their learning.

Accordingly, Bakersfield’s FLAP grant [PR/Award #T293B990089] supports the expansion of an existing dual language immersion program in this K-8 school district. Program and project goals are to:

1. develop students’ fluency and literacy in English and Spanish;
2. increase students’ proficiency in all academic areas;
3. assist students and their families to compete and cooperate in the global arena; and
4. assist students and their families to teach others through the experience of reciprocal interaction.

Capabilities Expansion Evidence

- Staff visited other fully operational two-way immersion programs to gain additional information about program modification and operation.
- Staff development seminars were offered in language immersion instructional design with special emphasis on sheltered language instruction; cooperative learning, classroom management; model design, and delivery of instruction.
- Site principals were heavily involved in many of the district’s training seminars, thus helping to ensure understanding and support for the program at the administrative level.

Foreign Language Assistance Grant Florida Department of Education

The Florida Department of Education FLAP grant [PR/Award #T293C990014] addresses four principal goal areas:

1. offer appropriate professional development opportunities to Florida foreign and heritage language teachers;
2. develop a K-5 foreign language curriculum based on state and national standards that articulates the existing state 6-12 foreign language curriculum;
3. create a comprehensive K-5 heritage language curriculum using state and national standards that articulates the existing state 6-12 foreign language curriculum; and,
4. develop a “best practices” foreign and heritage language CD-ROM and disseminate the project’s products and outcomes.

Capabilities Expansion Evidence

- The Office of Multicultural Student Language Education sponsored three trainer-of-trainer workshops to help teachers understand the new curriculum documents emerging from the project’s work.
- During the summer of 2000, 58 teachers from across the state studied in Spain and France to acquire additional skills in foreign and heritage language instruction. These teachers then trained a cadre of teachers within their own schools and districts to help increase the ability of Florida language teachers to provide effective foreign and heritage language instruction.
- During the summer of 2001, more than 90 Florida teachers took part in study experiences in Spain and France and returned to provide turn-key training for other foreign and heritage language teachers in their home schools and districts.
- Through negotiations with French government authorities, the number of teachers of French who are able to study abroad in France will increase in coming years. A special training center with the purpose of improving the professional preparation of teachers of French in Florida will also be established at one of the state’s universities.
- Beginning in the summer of 2002, because of negotiations with the German government, a number of Florida teachers will participate in summer study programs in Germany.

***The Global Project
San Dieguito (CA) Union High School District***

Capabilities Expansion Evidence

- Building on its ability to meet the project goal of infusing innovative, international business curriculum into foreign language study, nine district teachers took part in a San Diego State University program focused on border economics and the human/environmental costs of globalization.
- Five district teachers took part in the Thunderbird-EMU 2000 Conference “Language, Communication and Global Management” at which teachers participated in 10 three-hour workshops and 15 sessions on pedagogy related to the development of a globalized curriculum integrating business studies and skills in adaptation to cross-cultural environments.
- A number of district teachers were chosen to participate in special internationally focused training programs provided by the Toyota International Teacher Program and the National Endowment for the Humanities Summer Institutes.

***Kentucky Foreign Language and Curriculum Frameworks
Kentucky Department of Education***

The Kentucky Department of Education received its FLAP grant [PR/Award #T293C01002] to meet the following goals:

1. Develop a Kentucky Primary–12 foreign language program of studies, content guide and units of study in order to provide a comprehensive curricular framework for sequential foreign language study; and
2. Create a foreign language Teacher Academy to provide intensive, long term professional development, including a week-long summer session instructing teachers in pedagogy needed to teach diverse elementary and middle school learners.

Capabilities Expansion Evidence

- The initial Teacher Academy offered in 2000 had such a large turnout by teachers of Spanish that the Department of Education secured additional funding to provide a separate summer experience specifically for them.

- Over 30 teachers of French, German and Latin participated in the Teacher Academy and addressed the following topics:
 - Krashen’s theories of second language acquisition
 - Gardner’s multiple intelligences
 - Kolb’s theory of learning styles
 - Sousa’s brain research
 - Research-based pedagogical practices that are effective in teaching middle school students
 - Total Physical Response and Total Physical Response Storytelling
 - Technology-assisted language learning
 - Content-related and content-based instruction
 - Use of graphic organizers

***Meeting National Standards in Immersion Programs
Montgomery County (MD) Public Schools***

Springing out of its early implementation of immersion programs in the district, the Montgomery County Public Schools FLAP project [PR/Award #T293B000003] seeks to address two issues to improve and enhance its program: (1) to develop curriculum and instructional materials that are aligned with state and national standards across the disciplines, including foreign languages, and (2) to focus on teacher preparation for immersion instruction.

Capabilities Expansion Evidence

Through a previously awarded federal grant, the Montgomery County Schools produced a nationally acclaimed series of videotapes on strategies for successful immersion teaching. As a starting point in this project’s focus on teacher preparation, workshops were held at all of the affected elementary schools for immersion teachers to view, and comment upon, the training videos. Further work sessions were held at each of the five elementary and three middle schools to work on individual teachers’ lessons plans. To aid their continued professional development, rather than impose a one-size-fits-all paradigm, the project director conducted a survey to determine the needs of teachers at each school and then allowed those teachers to tailor their own

professional development plan. Here are examples of how those plans addressed their varying needs:

- Teachers at Maryvale and Sligo Creek Elementary Schools asked to have time to work together to plan for the needs of their children. Eight staff development release days were provided for the teachers to share ideas, strategies and materials.
- Rock Creek Forest School faculty asked for and received professional development on immersion techniques and best practices, as well as assistance in achieving the outcomes of the language scope and sequence.
- Teachers at Rolling Terrace and Burnt Mills Elementary Schools asked for and received time to observe the teachers at the other schools. Teachers shared instructional materials and strategies and observed their peers in the classroom.

***Newton's Early Language Learning Initiative
Newton (MA) Public Schools***

This program enhancement grant [PR/Award #T293B990093] seeks to

- support language training for regular classroom teachers and other school-based staff to build language competence and cultural insights into language instruction;
- provide immersion training for world language teachers to develop high levels of language proficiency related to themes from the content areas being studied by the students;
- develop grade-level student outcomes aligned with local and national standards for foreign language learning;
- create assessment tools that enable teachers to monitor student achievement; and
- link non-native English speakers in the community with the schools.

Capabilities Expansion Evidence

Over 50 classroom teachers and content specialists participated in workshops to develop language and culture skills that would build capacity at the school level. More than 30 world language teachers took part in professional development opportunities to improve their own language competence and to learn teaching strategies that support a communicative approach to the teaching and learning of world languages.

Perhaps the most powerful evidence of the effect of these training efforts is found in observations of regular classroom teachers who supplement and support the instructional energies supplied by the world language specialist who comes into their classes. Here is a list of actions observed in classroom teachers.

- ✓ actively participating in language classes with their students
- ✓ writing directions on the board in Spanish
- ✓ reading aloud in Spanish
- ✓ incorporating Latino experiences into the immigration unit
- ✓ using cardinal directions—*norte, sur, este, oeste*—during mapping lessons
- ✓ using numbers in the target language to practice math computation
- ✓ reinforcing students’ vocabulary taught in previous years
- ✓ writing the daily schedule in Spanish
- ✓ building a classroom library with books representing people of the target culture
- ✓ cutting up sentences in Spanish and letting students recreate them
- ✓ making flash cards of new vocabulary found in books
- ✓ illustrating Spanish language proverbs
- ✓ using “Hola, ¿Cómo estás?” songs with new students
- ✓ having visuals of songs, phrases, vocabulary words visible in the classroom
- ✓ using classroom commands in the target language
- ✓ making place mats for snacks and decorating them with foods from the target culture
- ✓ having students make language dictionaries
- ✓ incorporating chapter books that reflect the target culture into curriculum

***Okaloosa World Language Program
Okaloosa (FL) County School District***

Expanding its foreign language program to provide widespread elementary school opportunities that articulate with the middle and high schools is the focus of the Okaloosa County School District FLAP grant [PR/Award #T293B990149]. Phase 1 of the project focuses on the development and implementation of a sequential and spiraling K-5 Spanish language program in

12 elementary schools, while Phase 2 seeks to articulate the new elementary school offering with the existing courses at the middle school.

Capabilities Expansion Evidence

Using a FLEX model of instruction at the elementary school in which the language specialist comes into the classroom on a minimal basis, the district wanted to encourage regular classroom teachers to reinforce, as much as possible, the work done by the language specialist. Of course, such intent implies that highly focused training efforts to provide regular teachers with the content and comfort levels in order to be of actual assistance.

Similar to the Newton, MA Schools cited above, the Okaloosa district provided four-day summer immersion camps for classroom teachers with the expectation that classroom teachers would take a more active role in reviewing Spanish lessons with their students. This would happen by enhancing the teachers' language skills and familiarizing them with numerous aspects of Hispanic culture for the purpose of curriculum integration where appropriate.

The result of this summer training has been very positive. Classroom teachers are, whenever possible, actively involved in the reinforcement of lesson content (language and culture) throughout the school day. Additionally, strong collaboration is evident between classroom teachers and language specialists in making decisions regarding themes/topics for creating lessons in Spanish that reinforce the development of concepts and vocabulary from grade level curriculum.

***Partnerships for Quality: Developing Teachers and Schools for K-12 Language Programs
Wisconsin Department of Public Instruction***

Capabilities Expansion Evidence

Building on the premise that better teacher understanding of the concept of teaching for, and assessing, proficiency in the language will yield better instruction, the Department of Public Instruction chose to focus a portion of its professional development initiative on training a cohort of foreign language teachers in this area. First, oral proficiency familiarization workshops were provided in two strategic locations in the state. These workshops, which involve interviews of

students to help advance understanding of the proficiency assessment process, were conducted in English so that a variety of teachers could access the information. The workshop also allowed teachers to learn about classroom implications and applications of teaching for proficiency.

These familiarization workshops were followed by ACTFL Modified Oral Proficiency Interview (MOPI) training which provided a more in-depth analysis of the Novice and Intermediate levels of speaking proficiency (as defined by *the ACTFL Proficiency Guidelines*) and also afforded training on administering the MOPI itself. Thirty-two teachers participated in this follow-up workshop and fulfilled the first requirement for official ACTFL certification to become MOPI testers. These participants then had the opportunity to engage in summer training that would qualify them to become part of a statewide consultation team established to work with school districts in the areas of standards implementation.

Project LEAP

Hawaiian Avenue Elementary School (Los Angeles Unified School District)

Project LEAP [PR/Award #T293B990146] aims to develop and implement a two-way Spanish/English immersion program for English-speaking and Spanish-speaking children at Hawaiian Avenue Elementary School in Los Angeles. Its three goals are that (1) students will develop communicative and academic proficiency in Spanish and English; (2) teachers will acquire the instructional strategies to develop English and Spanish language proficiency in their students; and (3) parents will be active participants in the education of their children.

Capabilities Expansion Evidence

While the project designers knew that accomplishing Goal 2 of the grant would require a campaign to solicit “buy-in” from the school as a whole, they were surprised by just how much would be required. This investigation highlights those professional staff development efforts.

As news of the grant award spread throughout the school community, some of the English-only teachers became fearful that the implementation of a two-way immersion model at Hawaiian Avenue could mean loss of jobs. Consequently, challenges came from the United Teachers of Los Angeles causing the project director and other school personnel to spend the first three

months of the grant's life reacting to this fear. However, this serendipitous juncture allowed project leadership to seize the opportunity to educate the faculty about the merits of two-way immersion.

Recognizing the importance of school and community buy-in to the concept, project leadership decided to devote the entire first year of the grant toward creating a common and deep understanding among the Hawaiian Avenue faculty and the community regarding two-way immersion program design features; instructional and curriculum requirements; implications for students, parents, teachers and administrators; and how the program would unfold at the school. The results alleviated the fears of the English-only faculty members and delivered into the project's hands, 14 K-5 teachers who were interested in, and committed to, implementing the program at the school.

The yearly performance reports reviewed in this investigation clearly provide evidence that educators involved in these projects are in a continual process of focused professional development. These efforts appear to be uniformly inspired by national and state level foreign language standards and are committed to greater teacher attainment in the areas of pedagogy and linguistic development. For some, the results are proving tangible in the form of teacher licensure and/or advanced degree attainment. For all, the results are yielding teachers better prepared to provide high-quality language instruction to students.

Articulated Sequences of Language Instruction

Question five of the eight questions posed for this report queries the following:

How many projects had a well-articulated sequence of language instruction that takes learners from the beginning stages to more accomplished levels (elementary to high school) of language competence?

The review of performance reports for this investigation indicates that most programs are paying a great deal of attention to the importance of highly articulated and sequenced language instruction. To that end, the vast majority of grants that pursued classroom instruction as their goal allocated time and resources to curriculum development with advance training in an orientation that centers on a continuum of proficiency development. Moreover, documentation from the reports affirms the attention given, within the scope of the instruction provided through the grant, to ensure that articulated sequences of language learning were effected.

A large number of FLAP grants investigated center on the expansion of existing elementary school programs or the initiation of new programs, ranging from a FLEX model (with minimal instructional time allocation) to immersion (a major portion of instructional time devoted to target language use). Since, over the past several decades, more and more school districts have implemented middle school foreign language sequences that articulate with high school programming, it is fairly safe to assume that districts that are beginning or expanding elementary programs through these grants are seeing the completion of an elementary to high school foreign language continuum. Those FLAP projects that focused on elementary school development are listed in the table below.

Table 6

FLAP Projects that Expanded or Initiated Elementary School Foreign Language Programs

<i>Project Title</i>	<i>Educational Entity</i>
<i>A K-8 Program in Mandarin Chinese</i>	Montgomery County (MD) Public Schools
<i>Bakersfield City Elementary School Project</i>	Bakersfield City (CA) Schools
<i>Building a Standards-Based Foreign Language Program Beginning in Elementary Grades</i>	Pittsburgh (PA) Public Schools
<i>Colorado Implements New Foreign Language Standards</i>	Colorado Department of Education
<i>Delaware CAP Initiatives</i>	Delaware Department of Education
<i>Elementary Foreign Language Program</i>	Calhoun (GA) City Schools
<i>Elementary School Foreign Language Expansion</i>	Portland (ME) Public Schools
<i>Foreign Language Assistance Program-- Adelante</i>	Community School District 18 (NY)
<i>Foreign Language Assistance Program</i>	Appleton (WI) Area School District
<i>Foreign Language Assistance Program</i>	Cornish (NH) School District
<i>Foreign Language Assistance Program</i>	DeSoto County (FL) Public Schools
<i>Foreign Language Assistance Program</i>	Florida Department of Education
<i>Foreign Language Assistance Program</i>	Jamul-Dulzura (CA) Unified School District
<i>Foreign Language Assistance Program</i>	Milwaukee (WI) Public Schools
<i>Foreign Language Assistance Program</i>	Piscataway (NJ) Public Schools
<i>Foreign Language Assistance Program</i>	Stafford (NH) School District
<i>Foreign Language Improvement Project</i>	Menasha (WI) Joint School District
<i>Foreign Language at the Elementary School</i>	Poudre (CO) School District
<i>Hollis FLEX, FLES Program for Small, Rural Communities</i>	Hollis (NH) School District
<i>Hynes Elementary French Immersion Program</i>	Hynes Elementary School, New Orleans, LA
<i>Newton's Early Language Learning Initiative</i>	Newton (MA) Public Schools
<i>Okaloosa World Languages Program</i>	Okaloosa (FL) Public Schools
<i>Project DIRE</i>	St. Martin Parish (LA) School District
<i>Project FACT</i>	Lafayette Parish (LA) Public Schools
<i>Project FOCUS</i>	Memphis City (TN) Schools
<i>Project KAIGI</i>	Brevard County (FL) Public Schools
<i>Project LEAP</i>	Hawaiian Avenue Elementary School, Los Angeles (CA) Unified School District
<i>Project Mind</i>	Aina Haina Elementary School (HI)

<i>Project SEPAS</i>	Belton (TX) Independent School District
<i>Project SEPPA</i>	Englewood (NJ) Public Schools
<i>Project SESO</i>	Palm Beach County (FL) Public Schools
<i>Project SPEAK</i>	Los Angeles Unified School District
<i>Project Hola, Hola</i>	Portland (OR) School District #1
<i>Project WOFLES</i>	Worthington (OH) Public Schools
<i>Second Language Proficiency for All Children</i>	Eugene (OR) School District 4J

When one considers, however, that the intent of the question posed is to isolate those grants that explicitly developed or enhanced articulation patterns in the *elementary* school to *high* school range, the case studies narrow. Nonetheless, excellent examples of efforts to develop articulated sequences of language learning—that span years and buildings—are available from the reports, as shown in the following descriptions.

***Foreign Language Assistance Program
Jamul-Dulzura (CA) Union School District***

This FLAP grant [PR/Award #T293B990053] seeks to upgrade its current K-5 dual language Spanish-English program and to expand the offering through middle grades, thus bridging the gap between elementary and high school instruction. The grant focused on redevelopment and enhancement of the elementary school curriculum to articulate with a newly designed curriculum for grades 6-8. The intent of the new middle school program is to help Spanish learners apply their knowledge and skills in age-appropriate collaborative and individual performance projects. Technology-based communication links the Jamul-Dulzura students to their counterparts in other communities and other countries while giving them the opportunity to work on multi-national collaborative projects. Linking in an overt way to national standards, core subject teachers encourage these Spanish language learners to engage in research projects that require information gleaned from Spanish-language newspapers and primary sources accessed through the Internet. This middle school application of knowledge and skills is an excellent linguistic growth opportunity that not only articulates nicely from the elementary school program to the middle grades, but also prepares these young learners, in a developmentally appropriate way, for language learning that will follow at the high school.

***Project Success
Broward County (FL) Public Schools***

Building on previously successful grants (*Project BABES* and *Project Unidos*) that established dual-language Spanish-English programs in some of its elementary and middle schools, the Broward County Public Schools launched *Project Success* [PR/Award #T293B990135] to address the needs of these students once they reach high school. This FLAP grant offers high-level continued language development for the elementary and middle school dual language students through the College Board's Pacesetter Program for Spanish. This high school level program, designed to provide students meaningful language learning experiences linked to content and topics of interest to teenagers, is offered in six of the district's high schools.

Students in this program have the opportunity to study Spanish at an advanced level with new, innovative and challenging strategies provided in an appropriate cultural setting. The program is proving to be highly successful with enrollment figures for Year 2 of the project up by 14% over Year 1. And students are learning and thriving as evidenced by their scores on the Spanish Pacesetter National Performance Assessment which were at, or above, the national level for all students participating in the examination.

***Elementary School Foreign Language Expansion Program
Portland (ME) Public Schools***

While there are a number of goals associated with this Portland FLAP grant, its principle focus is to expand its previously existing 6-12 foreign language program to make it extend from third grade through twelfth grade. Its own initiatives in that direction were augmented by receipt of the grant, and grades 3-5 have now been fully implemented in its schools.

The beauty of Portland's program is in the detailed attention given to the important issue of articulation from one level to the next and from building to building. It is this investigator's belief that the single most critical issue facing American foreign language educators in this decade is that of articulation. It is lamentable that many well-taught elementary school students are placed in the hands of middle school teachers who do not know what these students learned in elementary school or what they are capable of doing, and thus "start them all over again." The pattern is often repeated at the high school and then again at the university.

To work against that tide, the Portland program has created a number of opportunities for its language teachers to examine the curriculum in detail. Inspired by the backward design model, teachers at both elementary and middle school levels have been encouraged to identify the enduring knowledge, the essential knowledge, and the “good to be familiar with” knowledge at each level of instruction, so that students can be more assured of a smooth, developmentally appropriate language learning path throughout the Portland program. This concept of curriculum development is indicated throughout the curriculum examples provided in documentation by the school system.

***Interactive Distance Learning Chinese Language and Culture-Middle School Project
School District of Philadelphia (PA)***

The Philadelphia Schools’ FLAP grant [PR/Award #T293B000062] expands a previous FLAP project to provide continuation opportunities for students who began Chinese language and culture study in the elementary school and to offer new opportunities for middle school students. The program engages the services of a master teacher who broadcasts 30-minute lessons two days per week to 18 classrooms of middle school learners. This same teacher provides two additional one-half hour lessons to each of these classrooms, making for one additional hour of instructional time or a weekly total of two instructional hours. While the master teacher’s presence in class allows for more personal exchanges, students are still able to call into the studio and speak with the teacher during the televised lessons. Even though this program does not provide students the same amount of instructional time as a FLES or immersion program would, it nonetheless makes language and culture continuation opportunities available for students and provides a bridge to the district’s high school program.

***Foreign Language Improvement Program
Menasha (WI) School District***

As described previously, the Menasha project [PR/Award #] had as one of its principal foci the establishment of a well-articulated K-12 foreign language program. The project took this mission seriously enough to set a target to ensure that efforts led to the desired result. This particular target stated: “By September 30, 2002, a minimum of 70% of all students who

participated in the Menasha Joint School District K-5 foreign language program will continue to take foreign language classes through graduation.” Most recent data from the district show that there are 76% of students in Spanish, 69% of students in German and 68% of students in Japanese who have elected to continue their study of foreign languages in grade 7 (the district requires foreign language study through grade 6). These preliminary data indicate that a high number of students (above the national average) are electing to continue in foreign language study for longer periods, which means that the district is well on its way to meeting its goal of long-sequenced language study by students.

***Project SPEAK
Los Angeles (CA) Unified School District***

Described elsewhere in this report, *Project SPEAK* [PR/Award #] focuses primarily on providing dual language Korean-English instruction at the district’s Denker Elementary School. Through previous FLAP and other Title VII grants, the district has been able to create a path for the Denker students to continue their Korean studies at two middle schools and two high schools. This pattern has created a highly successful and extremely popular curricular choice among students and parents interested in Korean language and culture acquisition.

***A K-8 Program in Mandarin Chinese
Montgomery County (MD) Public Schools***

Nestled in the suburbs of Washington, DC, Montgomery County Public Schools geared its FLAP grant [PR/Award #T293B990114] to expand its existing K-3 Chinese immersion program into the upper elementary grades and also to place the program in an additional school site. Another of the project’s aims was to move toward implementation of the program into the middle grades so that an articulated path would be forged for students who wished to continue in this sequence. While the project itself does not actually implement the middle school continuation, it goes a long way in paving that road to success.

The principal whose school will house the middle school Chinese program, along with other school staff, visited the feeder elementary school and observed classes to gain increased understanding of the program as it exists in the elementary domain. That visit has greatly

facilitated discussions between project staff and the middle school as the identification process to select middle school content areas to be taught in Chinese begins. Recruitment and selection of staff have already begun, as has the groundwork for curriculum development and parental input.

These steps taken by the Montgomery County Schools will help ensure that well-conceived, well-articulated instruction is provided for its Chinese immersion students.

***Elementary Foreign Language Program
Calhoun City (GA) Schools***

Seeking to enhance its existing middle and high school foreign language program, the Calhoun City Schools FLAP grant [PR/Award #T293B990029] developed a graduated program of study that would begin instruction in pre-kindergarten and extend through the district's International Baccalaureate (IB) offering at the high school. In the primary grades, students receive FLEX instruction in Spanish and then move toward a FLES model in grades 3-5. Sixth grade students receive instruction three times per week for 25 minutes and seventh and eighth graders who are potential IB candidates receive instruction on a daily basis. At the conclusion of their middle school experience, these students are able to carry one Carnegie unit of credit with them to the high school. This program allows students to commence language study at the very beginning of their public school experience and to continue throughout their high school career.

The programs cited throughout this chapter provide concrete examples of how districts across this nation are addressing the issues related to establishing K-12 foreign language sequences in our schools. Hopefully, multiple models will emerge from these and other programs that can be of assistance to districts throughout the country as more and more of them move to longer sequences of language instruction.

Model Strategies

The review of FLAP grants for this investigation revealed no shortage of practices that could be dubbed model strategies worthy of replicability throughout the country. Most of these strategies have already been through their trial-and-error phase and, therefore, can be considered proven models for improving student learning and products. Nonetheless, local districts and schools must always embrace the caveat that few, if any, practices are totally replicable without some degree of adjustment to assure the strategy's success in the local environment.

In response to the sixth set of questions posed for this study (*Which projects developed / implemented model strategies that can be disseminated to other localities? Which program types were most common?*), this report organizes the models into the following seven categories:

1. Teacher Training
2. Teacher and Student Empowerment
3. Assessment
4. Courses for Heritage Learners
5. Technology
6. Promotion / Advocacy
7. Community Involvement

Under each category, model examples with explanations are given.

Teacher Training

Foreign Language Assistance Program—Adelante Community School District 18, NY

This project [PR/Award #] joins a host of programs cited in this report that implement FLEX programs pairing the skills of a foreign language specialist with the back-up support of the regular classroom teacher. Being fully aware of the great demand such a program can place on classroom teachers, Community School District 18 sought to provide their teachers a spring institute to enhance their Spanish language and culture knowledge; to create materials to supplement Spanish learning; and, to provide more supplemental support to the Spanish teachers.

The institute took the form of 15 two-hour sessions, and afterward the teachers were asked to assess the experience. Their results are seen in Table 7.

Table 7
Community School District 18 Spring Institute Evaluation and Results

<i>Rating Scale Item</i>	<i>N (percent) rated as Strongly Agree/Agree</i>
This course helped me improve my Spanish pronunciation.	19 (100%)
This course helped my to improve my Spanish vocabulary.	19 (100%)
This course has helped me to improve my grammar in Spanish.	17 (89.5%)
This course provided me with the opportunity to construct materials for use in my classroom.	17 (89.5%)
This course provided me the opportunity to learn Spanish games, songs, and cultural activities to use in my classroom.	19 (100%)
I found this course to be informative.	19 (100%)
I found this course to be interesting.	19 (100%)
I found the information presented in this course to be of value to me in my classroom.	19 (100%)
I found the instructor to be knowledgeable.	19 (100%)
I found the instructor to be supportive.	19 (100%)

These results clearly point to satisfied “teacher” learners and, in this case, the learners are now better positioned to help their “student” learners explore Spanish language and culture.

***Foreign Language Assistance Program
Florida Department of Education***

Cited previously in this report [PR/Award #], it would be an omission not to reiterate the exemplary leadership provided by the Florida Department of Education in establishing summer study abroad opportunities for its foreign and heritage language teachers. Arrangements have been made with French, German and Spanish government officials for a large number of Florida teachers to experience summer study opportunities in those cultures. Turnkey training is then provided to teachers at home who were not able to participate in these programs, but who desire the information gleaned from the experience. Of particular importance to the teachers who could

not attend the summer program is that their colleagues who did go abroad can pass on the cultural updating.

Exploiting available technologies, the Department has also negotiated free staff development on-line via satellite from the Mexican Secretary of Education. Similar arrangements for on-line professional development opportunities have been made with the French and German Embassies.

These efforts in Florida are indeed exemplary and must certainly be providing the state's foreign and heritage language teachers rich opportunities to stay current with language skills and culture knowledge which can then be passed on to their students.

***Newton's Early Language Learning Initiative
Newton (MA) Public Schools***

Like Community School District 18 in New York, this project in Newton, Massachusetts [PR/Award #] depends heavily on the assistance of regular classroom teachers to support Spanish instruction provided by a language specialist. Establishing a strong symbiotic relationship between classroom teachers and specialists, a comprehensive professional development program was launched. Some of its components follow.

- Bilingual and foreign language teachers jointly planned and implemented a series of Spanish language and culture workshops.
- Curriculum development workshops were offered by the social studies and foreign language departments to develop a Grade 2 Spanish language curriculum unit about Mexico.
- Training was provided through the technology department for developing multimedia projects in foreign language instruction.
- Site visits to other local elementary school foreign language programs (Holliston and Springfield, MA) were conducted.
- Teachers were able to participate in regional meetings of the National Network for Early Language Learning.
- Spanish teachers were provided an immersion institute: "Race, Gender and Class in Hispanic Literature and Culture."

These combined opportunities created a cohesive partnership between specialists and classroom teachers that helped ensure high quality language and culture learning opportunities for students.

Teacher and Student Empowerment

Delaware CAP Initiatives Delaware Department of Education

The *Delaware CAP Initiatives* FLAP grant [PR/Award #T293C000005] focuses on three principal goals: (1) to revise and complete the Delaware Foreign Language Performance Indicator document (part of the state foreign language curriculum framework); (2) to offer intensive summer foreign language institutes; and, (3) to establish elementary Spanish and French language academies and summer camps that can also serve as teacher training laboratories.

Of particular interest is the way teachers became involved in the validation of the revised performance indicators. Driven to write performance statements that would be tied to national standards, and would embody tasks that students would likely encounter in the real world, the task force that revised the performance indicators spent many hours laboring over language and meaning. To make certain that the indicators were on target and would be a valuable and useful guide for classroom teachers, project leadership has engaged in extensive professional development that has produced a highly trained cadre of foreign language professionals who can oversee instruction from elementary school through university. Through their training, these educators have self-actualized into leaders who are very knowledgeable and know how to effect change. Because of this training, one can only imagine the revolutionary dimensions of their classrooms and the high-quality interchanges between educators around the state

Foreign Language at the Elementary School Poudre (CO) School District

This FLAP grant [PR/Award #T293B990079] facilitates the district's implementation of FLEX instruction throughout its K-6 program. The project has specifically focused on curriculum revisions; however, it has also focused on evaluation of its efforts. One element queried was of

the benefits that regular classroom teachers saw in the program. Their overall reflections are grouped into the following six themes:

1. growth in self-esteem of Spanish-speaking students;
2. growth in self-esteem of English-speaking students;
3. improvement in other academic areas as a result of success in the Spanish program;
4. students exhibiting greater tolerance of difference;
5. increased positive interactions between English and Spanish-speaking students; and
6. improved ability of English-speaking teachers to communicate with Spanish-speaking students.

The teachers' particular comments drive the points home even more:

“Two Spanish speakers from my room have become the ‘experts.’ They are seen as the ones to check for correct pronunciation and accurate translation. Smiles and bright eyes tell me that this recognition has bolstered their self-confidence.”

“One fifth grade student who struggles with school and academics excels in Spanish. He feels comfortable and is excited to participate. He does a great job and is learning a lot.”

“An English-speaking student told me that she introduced herself to a new monolingual Spanish student on the playground (in Spanish) and went on to jump rope with her, asking how to say ‘jumprope,’ etc.”

“English speakers can better understand what their Spanish-speaking classmates’ days are like when Spanish class is taught only in Spanish. They can feel their frustration, fatigue, etc. They ALL try to use Spanish and English in communicating in class. Both try to help the other in learning a new language.”

***The Global Project
San Dieguito (CA) Union High School District***

This project [PR/Award #] designed to bring the business perspective to Spanish language courses at the high school, sought to involve students in its development process.

Project leadership indicated in their documentation that the student voice was a powerful force in

their decision- making processes. Student input was generated through a panel of Spanish IV and Spanish V students from two different high schools. They were asked to offer suggestions about how their overall second language acquisition could be enhanced. Those suggestions included:

- improved articulation between levels;
- more real world experiences;
- contact with native speakers;
- using a portfolio as a measure of growth in all classes; and
- language partnership/mentoring between high school and middle schools.

When students are given these opportunities to have input into their own learning process, one has to assume that the result is empowerment of the individual—empowerment in that their opinion has been solicited and will be valued, and empowerment in the feeling of having some control over their own learning.

Assessment

Building a Standards-Based Foreign Language Program Beginning in Elementary Grades Pittsburgh (PA) Public Schools

The efforts of the Pittsburgh Public School district [PR/Award #], previously highlighted in this report, bare re-emphasis here. Sold on the importance of measuring students' oral proficiency in the language, but cognizant of the impracticality of using the OPI as a widespread assessment tool, the Pittsburgh project is working to develop a computer-mediated assessment that will be tied to the ACTFL Proficiency scale and will be easily administered to students throughout the district. This tool will undoubtedly prove to be of great value to the Pittsburgh students, but also has great potential to be of interest and possible application to the national foreign language scene.

Courses for Heritage Learners

Project Legacy Westminster High School (Huntington Beach [CA] Union High School District)

Project Legacy [PR/Award #] is housed at Westminster High School, a school that serves a diverse population of 2,442 students. Of that number 41% are Asian, 31% are Hispanic,

18% are White and 10% are from other ethnic and language groups. In general, the school has been very forward thinking in identifying areas for growth, but the need to support primary language development had not been addressed before the award of this grant. Concomitantly, the limited English proficient students consistently scored below state and district averages in standardized reading examinations. Since the Hispanic students represented the largest percentage of non-English speakers in the school (the Asian population is larger but represents various languages), the school's decision for focus was on Spanish-speakers.

The Spanish speakers of the school are predominantly the first generation of U.S. Hispanics or are recent immigrants with a minimal formal education. Years of interrupted schooling have effected their linguistic abilities, not only in English, but in Spanish as well. Continued underachievement in school has created a sense of defeat in these students, defeat that greatly affects their self-image and self-esteem.

While Westminster High School has well-defined foreign language offerings for its students, from first year through Advanced Placement, there are no courses that comprehensively address the needs of heritage language learners. This grant seeks to fill that void.

The project is designed to develop Spanish heritage language learners' linguistic abilities and cultural knowledge of the Spanish-speaking world. Through the exploration of the self and the world, these students should improve their reading, writing, listening and speaking abilities in the language and knowledge will likely transfer to other academic courses, including language arts.

To accommodate the need, the project designed and implemented a series of three "Spanish for Native Speaker" courses ranging in scope from the development of basic literacy skills to the introduction of literature representing various genres. Preliminary data already report an increase in SAT-9 scores (cited earlier in this report) with the district awaiting results in Spanish language testing.

While definitive standardized data were not readily available for this report, turning to students' self-reporting of progress is revealing. When asked to use a Likert-type scale, most students felt

that their abilities to listen to Spanish and to be better speakers had increased to a great degree. Similarly, these students also reported that their reading and writing abilities in Spanish had also increased. All students reported an increase in their knowledge of Hispanic culture. In improved English language writing ability, the majority of students reported a modest increase.

In the absence of abundant data, this project still has significant information to point to steps being made in the right direction for these students—in both their Spanish *and* English language development.

Technology

Elementary Foreign Language Improvement Program East Islip (NY) School District

This project[**PR/Award #**], also discussed elsewhere in this report, partners foreign language educators with technology specialists from the New York Institute of Technology (NYIT) to exploit Web-based applications that are available to facilitate language learning. Foreign language teachers are often extremely creative individuals and bring exciting and innovative activities to the classroom setting. However, not unlike their peers in the other disciplines, their ability to combine this creativity with technological tools is often insufficient. It is, therefore, noteworthy that this project overtly attempts to link expert to expert to ensure that technological forces and language learning “know-how” are wedded.

After extensive training, teachers worked with technology specialists to develop interdisciplinary curriculum units for fourth and fifth graders that incorporate New York State Standards in math, science, technology, and language arts, as well as the national foreign language standards. Laptop computers have been made available to all fourth graders to extend computer-based language learning opportunities to the home.

Teachers have also been able to continue their learning opportunities with each other through an Internet forum that was set up by NYIT. Additionally, training has been provided from the International Education and Resource Network whose use has made it possible for the teachers to collaborate on international projects with schools in the Spanish-speaking world.

Promotion / Advocacy

Glastonbury Foreign Language Initiative Glastonbury (CT) Public Schools

Perhaps one of the most ambitious and successful examples of projects that contained components dealing with promotion of second language learning and advocacy is the *Glastonbury Foreign Language Initiative* [PR/Award #T293990023]. Because of its 40+ year heritage of acknowledged excellence in K-12 foreign language learning, the Glastonbury Schools are often called upon to provide guidance to schools throughout the country as they seek to begin their own long-sequenced programs. While the foreign language director has been most accommodating to these requests (which average 150-200 per year) such an allocation of time takes its toll on the Glastonbury program in terms of human and materials resources (e.g., phone consultations, duplicating and mailing curriculum documents).

To address this ever-growing need, the project provided the resources for the Glastonbury Schools to collaborate with the University of Hartford, the University of Connecticut, the National Network for Early Language Learning and the Connecticut Council of Language Teachers to sponsor a national conference devoted to the topic of building a strong K-12 foreign language program. Elementary language teachers and administrators representing more than 25 states, as well as representatives from local, state and national organizations involved in the planning and delivery of elementary school curriculum, spent three days participating in plenary sessions. They developed agendas and created action plans that could be published and disseminated to school districts throughout the United States. Topics addressed at the conference included the following:

1. the superintendent's view of K-12 foreign language education;
2. the role of the board of education in implementing and sustaining the program;
3. the parental role in program development and maintenance;
4. the role of non-foreign language state and national organizations in supporting the program;
5. the need for a strong national advocacy plan to promote K-12 programs; and,

6. the need for foreign language layering so that American students build competence in more than one foreign language.

This highly successful initiative was an excellent forum for the exchange of ideas and the spreading of expertise to assist school districts across the nation as they seek to begin and/or expand existing long-sequence foreign language programs.

***Jackson Academy's Asian Language Center
Chicago (IL) Public Schools***

The principal aim of this FLAP grant [PR/Award #T293B990062] is to encourage, expand and improve instruction in Asian languages. Among the activities undertaken to achieve that goal are:

- promotion and support for new programs in elementary and high schools;
- organization of workshops and seminars for teachers of Asian languages;
- development of Chicago Public Schools (CPS) Standards and Goals for Chinese and Japanese;
- operation of a clearinghouse for resources and information on programs;
- referral of Asian language teachers to CPS Office of Language, Culture and Early Childhood for placement in programs; and
- promotion of certification for teachers of less commonly taught languages in the State of Illinois.

Efforts of the Center are paying off. During school year 1999-2000, five Chicago schools offered instruction in Asian languages. The following year, that number grew to 20.

***Hynes Elementary French Immersion Program
Hynes Elementary School (New Orleans, LA)***

The Hynes Elementary School FLAP grant [PR/Award #T293B990129] is designed to expand its own French immersion program through sixth grade and also to expand the number of schools in the State of Louisiana which begin immersion programs. It is this second goal that the writer wishes to highlight here.

Key system administrators, school faculty, parents and CODOFIL (Council for the Development of French in Louisiana) representatives have been invited to a number of elementary and middle schools that are interested in initiating immersion programs. One such school is Guste Elementary, located in inner city New Orleans, which began its program in the fall of 2000. Having provided planning and initial implementation support, once the program actually began, the Hynes French immersion teachers and instructional specialist visited the new immersion teachers at Guste. At this meeting, the Guste immersion teachers were presented with a new computer donated to the fledgling program by *Les Amis de Hynes*, a support group of parents and educators for the Hynes immersion program. This gift was an outward gesture of their continuing support and encouragement for the program. Sustained support from Hynes to Guste has been offered since the inception of the program. For example, Guste teachers are invited and encouraged to borrow materials (books, tapes, videos) from the Hynes French library, and regularly scheduled joint meetings have been set up between faculty at the two schools.

Community Involvement

Foreign Language Assistance Program Appleton Area (WI) School District

One of the three principal goals of the Appleton project [PR/Award #] is to bring the Spanish-speaking community into the schools. While this goal has been a challenging one for the faculty, McKinley Elementary School has found a particularly creative way to bring native speakers into the school. The Spanish teachers decided to have their children present a Spanish language version of the story, *Three Little Pigs*. To help them with their preparation and to meet the goal of the project to involve the community, native Spanish speakers came to school during their lunch hour to work with the children on memorizing their lines and their pronunciation. The presence of the native speakers was a powerful motivator for the children and was partially responsible for such a large turnout of children who wanted to be in the play. The *Three Little Pigs* turned into 18 little pigs and a chorus of 30 more. As the native speakers worked with the students to get their lines memorized—and with just the right pronunciation—the appearance of a variety of Spanish accents emerged representative of the countries of the volunteers who helped the children. This linguistic richness contributed to the immense popularity of the play with students, other faculty and parents. As the project director said, “The idea for the play as a

vehicle to bring the community into the school was brilliant, the results long-lasting and extremely positive.”

***Foreign Language Assistance Program
Strafford (NH) School District***

The principal aim of Strafford’s FLAP grant [PR/Award #T293B990151] is to expose students at the school to a formal, sequential study of a foreign language beginning at the elementary school level. One teacher delivers the French instructional program in this school and, as *the* Foreign Language Department, is responsible for curriculum development and public relations, among other things.

The teacher chose early on to develop a close association with the pre-existing Foreign Language Committee, and together they launched a strategy to reach the Strafford community. Their first effort involved inviting parents to two open houses during the fall, where parents could learn more about their child’s foreign language education, receive advice on how they could support their child’s learning efforts, and how to try out some of the creative resources used in the program. In April, the teacher and the committee organized a French *soirée* featuring French music, food, games and a student performance of French songs. More than 150 people including parents, grandparents, brothers, sisters, neighbors and the French students themselves came to celebrate. To exploit even further the community buy-in to the program, quarterly newsletters were sent to students’ homes informing parents about program development, plans for the future and tips on what parents can do and/or purchase, to enhance language learning at home.

***Innovative Japanese Enrichment Program
Brea Olinda (CA) Unified School District***

This FLAP grant [PR/Award #T293B990006] is designed to expand the existing sequential high school Japanese language and culture program, and to begin culture enrichment opportunities in the elementary and middle schools. To achieve its mission in cultural enrichment, the project intended to hire instructional aides to assist in the program. While funding did not allow this to happen, volunteer community resources—native speakers and fluent graduates of the Brea Olinda High School program—were located. Together, with a Japanese Booster Club, Brea

Olinda students have become the recipients of magnificently rich cultural offerings that must surely be heightening students' interest in, and awareness of, Japanese culture and opening their minds to the richness that exists in looking at other cultures.

One specific example in which the community has become involved, and in which great student interest has erupted, is in *kimono/yukata* making and wearing. So much interest was generated that a *Kimono Club* had to be formed. Several women from the community have helped students learn the art of *kimono* making. They have taken the students to buy fabric and the necessary supplies and have come to the schools every Friday afternoon to help students make their own *kimonos*. This cross-generational interchange has deepened the community involvement while giving the women volunteers a sense of fulfillment and joy, and students a boost in self-esteem and a sense of accomplishment.

Other examples of community involvement have been through booster club sponsorship of Japanese New Years' events, as well as Japanese Sports Day, both very popular events for students, parents and the community-at-large.

Perhaps one of the best success stories of community involvement comes from Matt. Matt is a college student, who completed the four years of the Brea Olinda High School Japanese program, took part in the sister city exchange trip and now takes Japanese at the college level. Matt returns to the school to help students in their Japanese studies, and from project documentation, Matt is a real inspiration to all students with whom he works. His involvement must be most gratifying to the teachers at the high school—one of their own products returns to help another generation of language learning. The cycle has renewed itself.

The projects highlighted in this chapter afford glimpses of promising practices that are worthy of further investigation by schools and districts across the country. While it is difficult to transport exact models and strategies, the models set forth here show how issues pertinent to the profession are being tackled and dealt with in local settings. Exact replicability may not be

possible or desirable; however, taking the ideas developed by the models cited may prove both timesaving and effective for interested schools and districts.

Instructional Time

Question 7 from the specifications of this report queries:

How much time was devoted to teaching the foreign language, on a daily or weekly basis?

Reporting procedures from the various projects varied greatly (i.e., there was no standard reporting template and, consequently, responses to specific questions such as this are sometimes difficult to construct. However, within the body of report narratives, some of the projects did include information about how much instructional time was provided. That information appears below in Table 8.

While a large number of projects did not include time specifications in their documentation, one can still make generalized observations about time spent in instruction according to grade level. That said, the elementary school level is probably the most illusive in trying to establish norms regarding time spent in teaching and learning. The elementary school distance learning models cited may have spent anywhere from 15 to 30 minutes per day in instruction that was a composite of video lessons, visits by itinerant language specialists, and reinforcement activities that may have been led by the regular classroom teacher. Direct-instruction models in the elementary school studied for this report met from twice weekly to daily with instruction spanning 20 to 45 minutes in duration. Immersion elementary and middle school models included from two hours daily to 50% of the instructional time in the target language.

Traditional middle school and high school programs followed patterns that are more predictable. Apart from exploratory experiences in the middle grades, most classes met daily from 40 to 90 minutes. Oftentimes, sequential study (i.e., high school level coursework) was initiated in either seventh or eighth grades and, generally, met daily.

High school language experiences, as evidenced in project documentation, met daily for 45 to 90 minutes, as determined by a traditional or block schedule at the individual schools.

Table 8

Amount of Instructional Time Indicated in Project Reports

<i>Project Title</i>	<i>Instructional Time</i>
<i>Chinese Cultural Center</i>	1 hour per week
<i>Elementary Foreign Language Program</i>	PK-2: 30 minutes per day x 2 3-5: 40 minutes per day once every four days 6-8: 25 minutes per day x 3 7-8 (pre-IB): 55 minutes daily
<i>Elementary School Foreign Language Expansion Program</i>	90 minutes per week
<i>Foreign Language Assistance Program: Appleton, WI</i>	K-5: 30 minutes daily
<i>Foreign Language Assistance Program: Piscataway, NJ</i>	1-4: 25 minutes x 3
<i>Foreign Language Assistance Program: Strafford, NH</i>	45 minutes per day every 6 days
<i>Foreign Language Assistance Program—Adelante</i>	45 minutes daily
<i>Foreign Language at the Elementary School</i>	50 minutes x 2
<i>Hollis FLEX, FLES Program for Small Rural Communities</i>	5-6: 20 minutes x 3
<i>Interactive Distance Learning Chinese Language and Culture—Middle School Project</i>	2 hours per week
<i>Project Hola, Hola</i>	30 minutes per day x 4
<i>Project Legacy</i>	55 minutes daily
<i>Project SEPAS</i>	K-5: 30 minutes per day x3 6-8: 45 minutes daily
<i>Project SEPPA</i>	45 minutes per day x 3
<i>Project SESO</i>	35 minutes daily
<i>Project Success</i>	55 minutes daily
<i>Project WOFLES</i>	2-3: 30 minutes per day x 2 (SP) 4-6: 30 minutes per day x 3 (SP) 2-6: 30 minutes per day x 3 (JPN)
<i>The Global Project</i>	55 minutes daily

Building Capacity and Continuation

In addressing the final questions posed in this report (*What do grants report that they have done to build capacity and continue activities beyond the expiration of federal funding? At what level (in terms of students served) is the program continuing?*), attention will turn to a number of examples which the investigator concludes is a clear indication to the probability of program continuation once grant funds cease. It is difficult to provide definitive information relative to this question for two principal reasons. First, as stated previously, grant recipients are not provided a standard template in which to frame information given in their annual performance reports and biennial evaluations. Therefore, the types of information presented in the reports are inconsistent. Second, this report has already indicated that the grants under investigation are still in operation; hence, information about their continuation is unavailable at this time. However, there are strong indications from a number of the projects investigated that lead one to believe they will likely continue and even expand. Brief descriptions of those projects follow.

Chinese Cultural Center Capistrano (CA) Unified School District

The Chinese Cultural Center [PR/Award #], located at Las Flores Elementary School, not only provides language and culture service at its home school, but also to the middle and high school where students continue their study of Chinese and Chinese culture. The integration of Chinese into almost every facet of the curriculum, coupled with community involvement and support from school administrators, leaves the impression that this center has become an integral component of the life of the three schools it serves. California's position on the Pacific Rim, and the future probable influence of China on world trade and culture, only heighten the probability that the center will continue to be essential in preparation of its students for life in a more international arena.

Foreign Language Assistance Program Appleton Area (WI) School District

The Appleton Area FLAP project [PR/Award #] has already begun the process of studying the implications of program continuation beyond the grant's life. This elementary

school program is intended to articulate into the middle school and then into high school, and project leadership has already begun to layout—with elementary, middle and high school foreign language faculty—the challenges that lie ahead. Oftentimes, faculty at the high school attempt a “quick fix” for rising elementary and middle school students who have had language experience, and simply place them in a second or third year course. The project director has warned in her performance reports that it would be “foolhardy to think that these pilot program students can be integrated or ‘absorbed’ into the existing middle and high school programs.” This sort of advance thinking will help this district pave the way for smoother, more consistent, and more widespread continuation of the program beyond the initial scope of this project.

***Foreign Language Assistance Program
Florida Department of Education***

From evidence presented in its performance reports, the Florida Department of Education [PR/Award #] has institutionalized the ability of its foreign language teachers to participate in meaningful summer study abroad opportunities in France, Germany and Spain. Additionally, negotiated agreements with the French and Mexican governments to pull down satellite programming to be used for professional development and instruction will provide rich resources beyond the life of the original grant. These successful efforts to reach out to a broader community for assistance have laid a solid foundation upon which future negotiations could be attempted to broaden the offering of summer study and home study opportunities and perhaps, in even more languages.

***Interactive Distance Learning Chinese Language and Culture—Middle School Project
School District of Philadelphia (PA)***

Inasmuch as the middle school distance learning project [PR/Award #] in Chinese language and culture is a continuation of the same type of instruction provided to elementary school students in the district, it seems likely that the district is committed to the continuing efforts in making the study of Chinese available in an affordable way to its students. The warm response of the schools that receive the instruction, coupled with community involvement (the lessons are even broadcast on local television) indicate that the program is filling a need that the district identified and addressed through this programming.

***Jackson Language Academy's Asian Language Center
Chicago (IL) Public Schools***

Serving as a catalyst for increased study of Asian languages and cultures, as a clearinghouse for resources and programmatic information, and as a center for teacher preparation, the Asian Language Center [PR/Award #] appears to be filling a great need in the Chicago-area school arena. As reported earlier, there seems to be fast-growing interest in the study of Asian languages and cultures in the area, especially when one considers that in 1999-2000 only five Chicago schools offered instruction in Asian languages, and that in 2000-2001 that number had grown to 20! It can be assumed that this FLAP-supported center is making a difference in these schools and that its continuation will be likely.

***Partnerships for Quality: Developing Teachers and Schools for K-12 Language Programs
Wisconsin Department of Public Instruction***

While this particular project [PR/Award #] has a number of capacity-building devices, one of its most outstanding and innovative features is the awarding of grants to local school districts to start or expand an elementary school foreign language program or to initiate a study on how to start a program. Every successful local grant must include articulation provisions within their proposals that indicate (1) how their programs would provide extended sequences in the future for elementary school programs; (2) how these would fit into existing programs at the middle or high school levels; or (3) how a new sequence of language study would be created at the upper levels.

***Project Hola, Hola
Portland (OR) School District No. 1***

This Portland School District FLAP grant [PR/Award #T293B000073] is designed to provide teacher support for an existing distance learning program in Spanish. Dependent upon regular grade level teachers to reinforce lessons provided by the television teacher, the project seeks to train 60 classroom teachers who will be better able to supplement Spanish instruction as a result of the training. Teachers participated in at-home elementary school foreign language methods training and a summer study program in Mexico. Since the instructional television program has

already been funded and because this project focuses on helping the regular classroom teacher be a better facilitator of that instruction, it is highly probable that this program in Portland will continue beyond the life of this grant.

Project Legacy

Westminster High School (Huntington Beach [CA] Union High School District)

[PR/Award #]

Project Success

Broward County (FL) Public Schools

Both of these projects [PR/Award #], described in detail elsewhere in this report, are initiating Spanish for Native Speakers courses as the focus of their grants, and both projects cite the vast differences the offering of these instructional patterns is making in the life of the affected students. Given the tremendous need for such courses *and* their apparent success, it appears likely that they would continue beyond the life of the grants. This investigator, in fact, suspects that these schools will become model sites for other schools interested in initiating similar programs.

The following grants made no specific mention of program continuation; however, inasmuch as they represent immersion and dual-language immersion instructional models in which staff costs are not an issue, one surmises that they will continue to operate unless there is a change within the community's interest.

Immersion Programs:

NEED PR Award Numbers for all of the following [PR/Award #]

A K-8 Program in Mandarin Chinese

Montgomery County (MD) Public Schools

Foreign Language Assistance Program

Milwaukee (WI) Public Schools

Foreign Language Improvement Project

Menasha (WI) Joint School District

*Hynes Elementary French Immersion Program
Hynes Elementary School (New Orleans, LA)*

*Project DIRE
St. Martin Parish (LA) School District*

*Project FACT
Lafayette Parish (LA) School District*

*Second Language Proficiency for All Children
Eugene (OR) School District 4J*

Dual-Immersion Programs:

*Bakersfield City (CA) Elementary School Project
Bakersfield (CA) City Schools*

*Foreign Language Assistance Program
Jamul-Dulzura (CA) Unified School District*

*Foreign Language Assistance Program
New Mexico Department of Education*

*Project LEAP
Los Angeles (CA) Unified School District*

*Project SPEAK
Los Angeles (CA) Unified School District*

Several grants studied in this report are product-driven; therefore, when the grant's life ends the product will remain. Those grants that focused on the development of products are listed below.

*Building a Standards-based Foreign Language Program Beginning in Elementary Grades
Pittsburgh (PA) Public Schools*

Creation of computer-assisted oral proficiency testing

*Delaware CAP Initiatives
Delaware Department of Education*

Development of teacher field-tested performance indicators that bring standards to the classroom

*Glastonbury Foreign Language Initiative
Glastonbury (CT) Public Schools*

Development of a model K-12 curriculum to be available for national dissemination

Kentucky Foreign Language and Curricular Frameworks

Kentucky Department of Education

Creation of a PK-12 foreign language program of studies, content guide and units of study

Meeting National Standards in Immersion Programs

Montgomery County (MD) Public Schools

Development of immersion curriculum tied to state and national content standards

While there is an absence of data that can provide evidence that the programs discussed above will continue, it is hard to imagine that they will not continue once grant funding ceases, given their probable impact on instructional design and delivery, on teachers and on students. It is this investigator's position that, not only will many continue, they will expand and continue to evolve, as their implementation becomes deeper and more widespread.

Conclusion

This report is a synthesis of the information submitted from the various FLAP grant projects funded in Fiscal Years 1999 and 2000. The primary purpose of the report was to determine to what extent the grants address the eight policy questions that stem from the legislation and that serve as the organizational framework for these findings. Using the eight questions, and simplifying the answers contained in detail throughout this report, this study found that:

1. Students demonstrated annual progress toward achieving foreign language proficiency, and that national foreign language standards were a tremendous influence in almost every grant investigated.
2. There was a focus on student language-use for actual communicative purposes.
3. A variety of assessment alternatives were used to plot student progress (e.g., standardized formats, locally designed measures).
4. Teachers responsible for the grants' implementation experienced rich opportunities for professional growth, much of which led to greater capacity in teaching language and culture, and in many cases, to higher certification levels and/or advanced degrees.
5. Well-conceived K-12 articulation plans were developed and implemented by a number of projects.
6. A wide array of model programs/ strategies and materials was created by these grants and is available for dissemination.
7. Schools employed a wide range of instructional class time and "outside-the-school-day" configurations to provide foreign language instruction to students.
8. Many of the projects will likely continue to impact students and teachers through locally funded means after federal funding terminates.

The fifty-one grants investigated for this report all provide rich examples of innovative and, in many cases, replicable ways to provide foreign language and culture training to students and teachers alike.

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