



## **PROJECT ABSTRACTS FOR THE TITLE V FLAP ROUNDTABLE**

**OCTOBER 13-14, 2010**

**The following pages contain project abstracts for the 2008 through 2010 FLAP LEA/IHE grantees participating in the roundtable. Abstracts are in alphabetical order by state and then by organization. This information is also provided on the thumb drive provided in your participant packet.**

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**ALASKA**

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**Grantee: Anchorage School District****Title of Program: MIR (Mission is Russian!) Pipeline to Superior Proficiency****Type of Program:** Partial immersion and FLES**Critical Language:** Russian**School(s):** Turnagain Elementary, Romig Middle, and West High Schools**Grade Levels:** K-10**IHE Partner:** University of Alaska, Anchorage (UAA)**Project Description:**

Project MIR (Mission is Russian!) Pipeline to Superior Proficiency expands Anchorage's elementary Russian K-5 partial immersion program at Turnagain Elementary School to grade six and, in subsequent grant years, transitions the partial immersion Russian immersion model into Turnagain's feeder middle and high schools. The project also connects the eventual K-12 Russian language immersion program to the University of Alaska, Anchorage (UAA), building the pipeline for an eventual K-16 articulated Russian language model.

The project begins Russian study early and continues study in a seamless, articulated pipeline that will greatly increase the numbers of fluent Russian speakers. The model builds a broad base of proficient Russian language learners at the elementary school age. In addition to the "school-within-a-school" partial immersion model, the design articulates a FLES strand in every non-immersion classroom in the school. In the partial immersion program, students receive content-based instruction in Russian for one half of the day (180 minutes) and the remaining half of the day in English, by grade level teams consisting of a native Russian-speaking teacher and an English speaking teacher. FLES students receive forty minute lessons twice a week.

Project goals are to (1) produce a sustainable, sequential and articulated K-10 Russian language program toward a seamless K-16 sequence (2) increase numbers of students who demonstrate Advanced level of Russian language proficiency.

Objectives and performance measures are for project implementation, student proficiency and progress in Russian language learning, teacher skills and pedagogy, curriculum units and assessment products, materials development.

Outcomes include sustainable, sequenced, disseminated Russian language model, thematic standards-based curriculum, including new content-based courses in grades 6-12, a K-12 Russian language framework and assessment rubrics, aligned to the ACTFL Standards and Performance Guidelines for K-12 Learners, and a UAA partnership.

The project's partnership with local university constructs a K-16 sequence to produce advanced and superior speakers of Russian. Products to accomplish this articulated pipeline include a protocol for student entry and placement in the UAA Russian Language Program for a seamless transition from secondary to postsecondary. To introduce students to the university campus early, university students from the Russian professor's Service Learning Class work in elementary and middle school immersion classrooms. The annual Saturday Russian fair, "Yarmirka," held on the university campus for K-8 students is a joint endeavor planned and staffed by district and university teachers. Professional development credit courses and workshops are all inclusive for the K-16 teachers and are instructed by experts in Russian language and/or second language acquisition pedagogy. At the 2010 summer academy, Russian teachers from both district and university participated in a Russian OPI course with OPI certified rater, Ben Rifkin. Products from their collaborative learning will include a K-12 Russian language framework aligned with standards based formative assessment tasks and rubrics and new content-based courses.

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## CALIFORNIA

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**Grantee: Culver City Unified School District, CA**

**Title of Program: K-12 Japanese Language Program**

**Type of Program:**

- Two-way Immersion (90:10): El Marino Language School (K-5)
- Content Based Partial Immersion and Sequential Foreign Language (SFL) Program: Culver City Middle School (6-8)
- Content Based Partial Immersion, Sequential Foreign Language Program, and Advanced Placement Program: Culver City High School (9-12)

**Critical Language(s):** Japanese

**School(s):** Elementary: El Marino Language School, Middle School: Culver City Middle School, High School: Culver City High School

**Grade level(s):** K-12

**Institution of Higher Education Partner(s):** California State University, Long Beach – Department of Asian and Asian American Studies; University of California at Los Angeles (UCLA) – Center for World Languages

**Other Partners:** Japan Foundation, Nishiyamato Academy

### Project Description

Expected outcomes from the K-12 JLP project will demonstrate:

- Elementary School: improve the existing Japanese-English two-way immersion program at the elementary school by updating curriculum, instruction, assessment, and materials to enhance students' Japanese language ability and better prepare them for middle school, high school, and college.
  - Assessments: NOELLA, Narrative and expository writing, OBC
- Middle School: establish Japanese language courses in the language department for (1) continuing two-way immersion program participants, and (2) new students with their first experience with Japanese. Establish a two-way immersion emphasis starting in year two. Articulate language learning with the elementary, high school, and IHE programs and add content courses taught in Japanese. Establish Japanese courses in the language department, rather than as an elective.
  - Assessments: NOELLA (6th), STAMP (7th and 8th), Narrative and expository writing
- High School: Establish an immersion strand, differentiating goals and outcomes for immersion students and foreign language students.
  - Assessments: STAMP, Narrative and expository writing,
- All grade levels: Ensure that teachers have up-to-date Japanese language skills and sequential foreign language and/or two-way immersion instructional skills.
- Collaboration with IHE Partner:
  - Conduct oral proficiency assessments
  - Evaluate rigor of curriculum and alignment to ACTFL standards
  - Develop writing rubric aligned to ACTFL standards
  - Conduct professional development

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**Grantee: Glendale Unified School District****Title of Program: Foreign Language Academy of Glendale - Japanese****Type of Program: FLAP – LEA / Dual Immersion Program – 50/50 Model****Critical Language: Japanese****School: Verdugo Woodlands Elementary School****Grade levels: Currently K-1, Projected K-6****Institution of Higher Education Partners: University of California Los Angeles (UCLA) Center for World Languages (CWL), California State University Long Beach (CSULB)****Other Partners: The Japan Foundation, Los Angeles****Project Description**

- The project establishes Japanese language education for young learners in an area of metropolitan Los Angeles where no such program exists. By creating a bilingual Japanese dual immersion program at a public school, Japanese language support will be provided to native English speakers. The program is also serves to maintain and develop oral language proficiency and literacy for an underserved local native-Japanese-speaking and partially bilingual Japanese-speaking population.
- A minimum of 50% of the daily instructional minutes in all grade levels are conducted in Japanese:

| Grade Level | Total Daily Instructional Minutes (- 60 min. on Mondays) | Minimum Daily Instructional Minutes in Japanese (- 30 min. Mondays) | Total weekly Instructional Minutes | Minimum weekly Instructional Minutes in Japanese |
|-------------|--|---|------------------------------------|--|
| K           | 270  | 135   | 1,290                              | 645  |
| 1           | 294  | 147   | 1410                               | 705  |

- The program follows a 50/50 dual immersion model. Instruction in the program utilizes authentic materials, cultural enrichment, as well as differentiated and sheltered instructional techniques. The programs instructors will also develop appropriate instructional strategies through Guided Language Acquisition Design (GLAD) training. Initial oral language assessments will follow the Stanford Foreign Language Oral Skills Evaluation Matrix (FLOSEM), but further appropriate written and oral assessments will be developed in cooperation with the program's IHE partners.
- The program aims to expand the number of students receiving instruction each year by 60 and increase instructional time through enrichment programs and summer school. Furthermore the academic goal is 75% of participants annually improving Japanese language proficiency and mastering remaining NFLS goals (culture, connections, communities). Professional Development goals include NFLS mastery and alignment, two-way instructional strategy expertise and Japanese language skills development. The project will provide adequate materials and resources and incorporate technology into instruction. Finally, the project aims to be collaborative with parents and the community in order to strengthen the program and establish sustainability.
- The program creates a balanced cooperation between its Institute of Higher Education (IHE) partners. The UCLA CWL is providing assistance in curriculum and materials development as well as articulation between grade levels. CSULB is providing support in the area of developing and conducting assessments.

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**Grantee: Glendale Unified School District**

**Title of Program: Foreign Language Academy of Glendale - Korean**

**Type of Program:** FLAP – LEA / Dual Immersion Program – 50/50 Model

**Critical Language(s):** Korean

**School(s):** Mark Keppel Elementary School and Monte Vista Elementary School

**Grade level(s):** Currently K-3 and K, Projected K-5 and K-6

**Institution of Higher Education Partner(s):** University of California, Santa Barbara (UCSB), California State University, Northridge (CSUN)

**Other Partners:** Korean Education Center

**Project Description:**

**Describe how the project is establishing, improving, or expanding foreign language study:**

- Keppel added Grade 3 to existing K-2 program. Improving program by organizing progress indicators by grade level. Received \$5,603.55 from Korean Education Center Los Angeles to fund Korean reading room in library.
- Program expanded to Monte Vista with 2 Kindergarten classes. Received a \$30,000 grant from the Korean Education Center Los Angeles to fund education assistant and add Smart Boards.

**Minutes of Instruction in the TARGET Language:** Per Day: 150 Minutes; Per Week: 750 Minutes (42 Weeks which includes 3 Weeks of Summer School)

**Program model, approaches, curriculum, assessments, and features:**

- Selecting books for Korean running records based on Korean Language Developmental Matrix developed at site.
- Continuing development of appropriate instructional strategies through Guided Language Acquisition Design (GLAD).
- Oral language assessments will follow the Stanford Foreign Language Oral Skills Evaluation Matrix (FLOSEM), but further appropriate written and oral assessments are being developed, including grade level progress indicators, in cooperation with the program's IHE partners.

**Program goals and objectives:**

- The aim of both programs is to foster bilingualism and biliteracy in English and Korean while maintaining high academic achievement and to increase access to the Korean language for all students at an early age.

**Expected outcomes--student achievement; development of curriculum, materials, and assessments; expansion of program; effectiveness of professional development:**

- For all students, native and nonnative Korean, to be at an American Council on the Teaching of Foreign Languages (ACTFL) Intermediate Low level by Grade 5.
- Expand the program into the Middle & High School.

**Describe how the project is collaborating with its IHE partner(s):**

- IHE partners will provide staff development workshops two times a year in Korean linguistics, as well as evaluate benchmarks and assessments developed internally.
- CSUN works to place pre-service teachers in classrooms for observation and student teachers.

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**Grantee: Palos Verdes Peninsula Unified School District****Title of Program: Palos Verdes Mandarin Language Acquisition Project (PV MAP)**

**Type of Program:** K-5 Partial Immersion Program 6-12 Traditional Sequenced Language Program

**Critical Language(s):** Mandarin Chinese

**Schools:** Cornerstone Elementary School, Lunada Bay Elementary School, Montemalaga Elementary School, Pt. Vicente Elementary School, Miraleste Intermediate School, Palos Verdes Intermediate School, Ridgecrest Intermediate School, Palos Verdes High School, Palos Verdes Peninsula High School

**Grade level(s):** K-12+

**Institution of Higher Education Partner(s):** University of California, Los Angeles (UCLA), University of Southern California (USC), California State University, Long Beach (CSULB), Loyola Marymount University

**Other Partners:** Palos Verdes Chinese School, South Bay Chinese School

**Project Description**

Expansion- 1,811 PVPUSD students studying Chinese 2010-211

- 1 additional school-wide elementary program
- 2 intermediate schools grade 6 In addition
- 1 post AP class offered by UCLA for 31 post AP students about to begin.

Improvement

- Curriculum development for K-1, a content matrix based on California Content Standards for language arts, math, health and physical education developed and piloted
- Regular assessment to measure student progress initiated at K-1
- Minutes of instruction per day and week
  - K-5 – Current average is 170 with a Project goal of 300 minutes per week
  - 6-12 The goal of 270 minutes per week is being met.
- Program model, approaches, curriculum, assessments, and features
 

At the K-5 level, a school-wide partial immersion model based on California Content standards has been implemented. The PV MAP classes are taught by native speaking language assistants, all of whom are college graduates and include 1) a Calif. Credentialed Chinese teacher; 2) 3 student teachers and teachers in training; and 3) 4 credentialed (foreign) teachers. This year, the K-1 content is based on themes which parallel and reinforce classroom instruction in English. Assessments are ongoing and measure students listening, speaking, reading and writing skills which are based on the K-1 Matrix.

At the 6-12 level the program follows a traditional, sequenced language model with students completing Chinese AP as early as grades 9 or 10 followed by post AP classes at the college level.
- Program goals and objectives
  - Increase Mandarin proficiency through program improvement and expansion
  - Deliver effective Mandarin instruction with highly trained staff
  - Collaborate with IHE partners and others to enrich and extend the program
- Expected outcomes---student achievement; development of curriculum, materials, and assessments; expansion of program; effectiveness of professional development
  - Increase student achievement with the addition of post AP and other college level instruction provided to students prior to high school graduation

- Post AP students achieving at the ACTFL “Advanced” level by graduation.
- Development and implementation of K-5 curriculum and materials based on
- California Content Standards for Language Arts, Math, Health, Physical Education and the Arts.
- -Student progress monitored/reported annually using ACTFL aligned assessments and other materials
- Improved instruction and expanded opportunities through professional development
- Increased applied language experience for teachers and students locally and in China through collaborations with IHE’s and other partners
- College recruitment/advisement program for continued Mandarin language and career-related studies
- Describe how the project is collaborating with its IHE partner(s)
  - Collaboration includes post AP course offerings by UCLA,
  - Assistance with K-5 student assessment and program evaluation by UCLA’s Center for World Languages,
  - Teacher and language assistants’ training including credentialing by CSULB and Loyola Marymount University,
  - 40 hr. seminar “East Asia – Focus on China” provided by USC U.S. China Institute, and UCLA and USC assistance with student preparation for a summer field study program in China.

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**Grantee: San Mateo-Foster City School District**

**Title of Program: Mandarin Scholars at College Park**

**Type of Program:** Immersion

**Critical Language(s):** Mandarin Chinese

**School(s):** College Park Elementary School

**Grade level(s):** K-5

**IHE Partner:** NCCLP – National Center for Chinese Language Pedagogy – UC Berkeley

**Other Partners:** College Park Mandarin Pre-School, Shaolin Chinese Cultural Center, Kuai Le Mandarin Afterschool Enrichment Program, San Mateo Unified High School District

### **Project Description**

K-5 One Way Mandarin Immersion

**Amount of instructional time:** Currently 35-50% per day, K-2 Goal: 2014, K-8 50%

#### **Program model, approaches, curriculum, assessments, and features**

- Inclusive program for all students, regardless of background or home language, participate in Mandarin
- Students spend not less than fifty percent (50%) of their instructional day in content-based, Mandarin languages classes, using Mandarin for math, social studies, science, physical education, arts and music classes as well as Chinese Language Arts instruction.
- Teachers develop standards based units of study in Mandarin and utilize materials from *Better Chinese*, *Chinese Made Easy For Kids* and *Rosetta Stone*
- ACTFL aligned formative and summative assessments to inform instruction

- Program will also include preschool program for 3-4 years-olds, an afterschool enrichment program, K-5 and summer school readiness classes for incoming kindergarteners.

#### **Program goals and objectives**

- Build enrollment and retention in local Mandarin language instruction, K-16.
- Build local and national capacity for Mandarin Language instruction, K-8

#### **Expected outcomes**

- Students exiting grade five will have reached an intermediate (low) level of proficiency
- Increase the Mandarin language instructional capabilities of teachers as measured by students' annual progress on the ACTFL proficiency scale/NOELLA and/or STAMP
- Implement strategies to increase meaningful parent involvement in the school and district Mandarin programs to increase support for and student retention in the program, K-16.

#### **Describe how the project is collaborating with its IHE partner(s)**

- NCCLP advisors will work with K-8 teachers for program review, curriculum pacing, instructional materials selection, best practices, effective interventions and other program needs.
- NCCLP advisors will observe in classrooms and do lesson studies with teachers to improve instructional strategies and student learning.
- K-12 and K-16 articulation is planned to enable program replication across California.

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## **CONNECTICUT**

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### **Grantee: New Haven Public Schools**

#### **Title of Program: Chinese and Arabic Culture and Language Assistance Program**

**Type of Program:** Program includes: Summer Immersion, Saturday Language Program, Support for Academic year Chinese and Arabic courses

**Critical Language(s):** Chinese and Arabic

**School(s):** Chinese: 5 Elementary/Middle Schools, 3 High Schools, Arabic: 3 Elementary/Middle Schools, 4 High Schools

**Grade level(s):** 4 - 12

**Institution of Higher Education Partner(s):** Yale University

**Other Partners:** Connecticut's Alternate Route to [Teacher] Certification (ARC) administered by Charter Oak State College

#### **Project Description**

- Strengthen the knowledge and pedagogy of current Chinese and Arabic teachers
- Support the process for heritage speakers of Arabic and Chinese to obtain teacher certification as highly qualified teachers (Connecticut's Alternate Route to Certification-ARC)
- Increase the number of teachers in these two critical languages employed by the school district
- With Yale University and heritage organizations in the community, teachers, parents, and student will have access to the University's rich cultural resources and language and cultural partnerships in the region

- Parents will be active partners in learning through the Saturday language and culture program.
- Grades 7-12, 5 times per week, 45 minute periods, 225 minutes per week
- Grades 4-6, 2-3 times per week, 30 minute periods, 60-90 minutes per week

### **Program model, approaches, curriculum, assessments, and features**

- Multiple Departments and Centers at Yale University, including the University's Teacher Preparation Program, the Whitney and Betty MacMillan Center for International and Area Studies at Yale, and Yale's Council of East Asian Studies will collaborate with the New Haven Public Schools World Languages Department and the State Department of Education over the five-year program period to strengthen and expand the school district's Chinese and Arabic culture and language offerings.
- The district will gradually increase language-learning opportunities from 9 schools (Arabic-4, Chinese-5) to 14 schools (Arabic-6, Chinese-8) and enrollment from a current 363 students to 950 students by 2015.
- Professional development will be ongoing and offered collaboratively by the school district, Yale's Teacher Preparation Program and graduate teaching assistants in East Asian and Arabic Studies.
- In addition to enriched regular classroom instruction, the program will offer a Saturday parent and student language and culture program, a summer language immersion program for students, and an intensive summer professional development program for teachers.
- Qualified advanced students will enroll in Yale University for study in Chinese and Arabic.

### **Program goals and objectives**

#### *Goals:*

- (1) To strengthen, expand, and enrich the teaching of critical languages essential for our nation's international competitiveness;
- (2) To make more effective use of the rich resources of Yale University, a long-term partner of the school district and a national leader in international studies and language learning;
- (3) To help students achieve a score of Advanced in Chinese or Arabic as measured by ACTFL;
- (4) To enrich parents', students', and teachers' knowledge of and interest in the cultures, traditions, and heritage of China and the Arab world.

#### *Objectives:*

- (1) To recruit and retain new teachers of Chinese and Arabic and to recruit heritage speakers for the CDSE-sponsored Alternate Route for Certification to increase the pool of highly qualified new teachers in these language areas;
- (2) To expand Chinese and Arabic language learning to grades 4-12, by increasing the program from 9 to 14 schools and enrollment from 363 to 950 students by 2015;
- (3) To offer classroom FLES and sequential instruction in Chinese and Arabic and to conduct ongoing assessments of student progress through such measures as STAMP and NOELLA, course results, numbers of students taking AP or level V courses, the number of juniors and seniors enrolled in college level Chinese and Arabic at Yale University, and ACTFL proficiency test;

- (4) To offer language and cultural learning through a Saturday program for parents and students in Chinese and Arabic and a two-week summer immersion program for students grades 7-12;
- (5) To collaborate with Yale University to enrich teachers', students', and parents' knowledge of, and exposure to, Chinese and Arabic culture, traditions and life styles through graduate assistants, the University's museums, art galleries and international centers;
- (6) To work with the Yale Teacher Preparation Program to assist teachers of Chinese and Arabic to become knowledgeable about urban education, American styles of teaching, and other methods of effective teaching.

### **Expected outcomes**

- (1) By 2015, Arabic and Chinese language instruction will each be in at least 8 high schools and 6 middle/elementary schools; enrollment will increase accordingly;
- (2) By 2015, 70 percent of all students with consistent attendance will have obtained levels of proficiency as determined by benchmarks aligned with ACTFL proficiency documents;
- (3) Annually 70 percent of students who have attended 90 percent of the summer immersion program will increase their skills as evidenced on the STAMP and NOELLA assessments;
- (4) Annually, parents attending the Saturday program at least 80 percent of the time will have grown in their appreciation and awareness of Chinese and Arabic cultures and basic expressions measured by pre and post surveys;
- (5) Chinese and Arabic teachers will have increased knowledge of content and best practices and
- (6) Qualitative and quantitative data will show the expansion and enrichment of the NHPS's Chinese and Arabic language and culture programs.

### **Describe how the project is collaborating with its IHE partner(s)**

- The school district World Languages Supervisor, master teachers, Yale University's Teacher Preparation Program, CSDE language consultants, and others will:
  - Design and institute ongoing professional development for all those teaching Arabic and Chinese
    - Curriculum writing
    - Use of technology in teaching and research
    - Urban classroom teaching and management strategies
- To provide use of Yale University's extensive resources in the areas of East Asian and Middle Eastern language and culture, and urban teacher preparation
- The NHPS/Yale University collaboration will enrich teachers', students', and parents' knowledge of, and exposure, to Chinese and Arabic culture, traditions, and life styles through:
  - Graduate assistants:
    - 10 hours per week to assist teachers with regular programming during the academic year
    - Support for Chinese and Arabic teachers as they develop the curricular content for the weekend sessions
  - The University's museums, libraries, art galleries, visual resource collections

- International centers
  - P.I.E.R.
  - Yale's Councils on East Asian and Middle East Studies
- Teacher training resources
  - Graduate Teaching Center
  - Teacher Preparation and Education Studies Program
- The international and area studies programs
- Lectures and workshops, conferences, cultural events, and educational activities
- Center for Language Study
- Extra-curricular student groups and cultural associations
- Academic year enrichment programs for students and parents
- A two-week summer immersion program for students on the Yale campus
- The Yale Teacher Preparation Program to assist teachers of Chinese and Arabic to become comfortable and knowledgeable about methods helpful to effective teaching in New Haven through
  - Specific workshops will be offered to help the New Haven Public School Chinese and Arabic teachers bridge the cultural divide between their home teaching experiences and the New Haven context
  - NHPS Chinese and Arabic teachers may request a direct classroom observation from the Teacher Preparation program faculty in order to support the specific enactment of their practice
  - NHPS teachers will be able to attend workshops and training sessions at the Graduate Teaching Center in order to get advice and practice in the basics of effective teaching, including: emphasis on teaching in another language and language skill development, lesson planning, classroom management, motivation, leading discussion, presenting material, grading and feedback, responding to students' questions, and assessment.
  - New Haven Public School Chinese language teachers may possibly participate in future East Asian language pedagogy workshops developed by the Council on East Asian Studies at Yale University, the Department of East Asian Languages & Literatures, and the Center for Language Study.
  - By 2015, the school district's teachers of Chinese and Arabic will have increased their content knowledge, use of best practices, and effective class management strategies as a result of ongoing professional development, as measured by tools developed by Yale University's Teacher Preparation Program
- A pathway for advanced students to undertake undergraduate foreign language study at Yale University while in high school
- Cooperate with the NHPS Chinese and Arabic language teachers to offer each year a two-week, summer immersion program at Yale University for students in grades 7-12. The summer immersion program will include:
  - Daytime foreign language instruction complimented by cultural activities, including visits to the Yale libraries, museums, and art galleries.
  - Visits to local restaurants to enjoy Chinese and Arab cuisine

- Other cultural activities such as films, music and dance classes, and more.
- The two-week program will culminate with a large cultural activity such as a concert, a field trip, and/or student presentations and skits.
- Coordinate Yale faculty, staff and student involvement in enrichment, parent and student Saturday classes and summer programming
- Manage Yale graduate teaching assistants assigned to provide programming/curricular support to NHPS Chinese/Arabic Classes

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## COLORADO

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**Grantee:** Adams Arapahoe J28 School District, Global Village Academy (GVA), Aurora, Colorado

**Title of Program:** Chinese Culture and Language Acquisition Program

**Type of Program:** Full to partial one way immersion

**Critical Language:** Mandarin, Chinese

**Grade Levels:** K-8 with concurrent enrollment for 9-12 at the Community College of Aurora

**Institution of Higher Education Partner(s):** University of Oregon, and Community College of Aurora

**Other partners:** Confucius Institute Network, Asia Society; Beijing Foreign Language School; Great Wall Heritage School, Littleton;

### **Project Description:**

CCLAP/GVA provides full immersion in early grades and partial immersion in later grades so that language and academic skills reinforce each other. Most existing programs do not provide sufficient time for real proficiency to develop. CCLAP/GVA students receive 5,760 hours of exposure and instruction by grade 8. CCLAP/GVA has developed close partnerships with the University of Oregon, and the Community College of Aurora, CO.

CCLAP meets the priority for advanced Chinese language programming for high school students by developing an innovative and replicable model that builds on the existing legislated concurrent enrollment option for eligible high school students to dual enroll in community college courses during the 9th through 12 years of high school. Students are able to meet high school credit requirements, while at the same time acquiring college credits.

The following four grant goals are central to expanding and improving the current GVA immersion program and establishing a concurrent 9-12th grade Chinese option for high school students:

**Goal 1 - Curriculum Planning:** Develop sequential, fully articulated K-12 Mandarin content-based immersion curriculum framework and 54 thematic units and assessments, aligning Colorado Model Content Standards with ACTFL that ensures increased proficiency to the Advanced levels in Chinese.

**Goal 2 - Concurrent College and High School Enrollment Program for 9-12th Grade Students:** Develop eight 9-12th grade advanced Chinese courses that are offered at the Community College of Aurora, Colorado and available for eligible high school students for concurrent enrollment.

**Goal 3 - Assessment Development and Implementation:** Develop an Authentic Assessment Passport Portfolio, which uses Linguafolio, for grade 8.

**Goal 4 - Professional Development and Highly Qualified Teachers:** Increase the level and the number of Highly Qualified Teachers of Chinese in Colorado.

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## ILLINOIS

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**Grantee:** Barrington Community Unit School District 220

**Title of Program:** Barrington's Bridge to Chinese

**Type of Program:** 50-50 Immersion (K-5), Content-Based Instruction (6-12)

**Critical Language:** Chinese

**Schools:** Barrington High School, Barrington Middle Schools – Prairie and Station Campuses, TBD Elementary School

**Grade levels:** (K) 1-12

**Institution of Higher Education Partner:** University of Illinois at Urbana-Champaign

**Other Partners:** The Barrington Area Chamber of Commerce, The Barrington Community Unit School District 220 Community Foundation, The Parent-Teacher Organizations

**Project Description:** Barrington's Bridge to Chinese will develop and expand the district's emerging Chinese Language and Culture program by beginning a 50/50 K-5 immersion program, adding additional levels to the 6-12 secondary program, and developing a partnership with the University of Illinois at Urbana-Champaign for extended studies. Elementary students will receive 885 minutes of instruction per week and secondary students will receive 240 minutes per week in Chinese. This articulated program of study will develop students' proficiency skills to the pre-advanced level over the 13 years of instruction. Using a standards-based, content-driven model of instruction, the program will add a level each year. Standardized testing in addition to district-developed formative and summative tests will gauge student growth. The University partnership shape will develop pre-service field opportunities for higher education students. A well-articulated curriculum guide for the K-12 program with appropriate resources and materials will be created along with a cadre of highly-qualified, effective teachers of Chinese.

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**Grantee:** Township High School District #214 and Arlington Heights District #25

**Title of Program:** *Partnering To Develop Global Citizens*

**Type of Program:** Foreign Language Elementary Schools, High School Foreign Language

**Critical Language:** Mandarin Chinese

**Schools:** *Elementary Schools:* Ivy Hill, Dryden, Greenbrier, Olive-Mary Stitt, Patton, Westgate, Windsor; *Middle Schools:* South, Thomas; *High Schools:* John Hersey, Buffalo Grove, Prospect, Rolling Meadows

**Grade Levels:** Grades 4-14

**Institution of Higher Education Partners:** William Rainey Harper College and the

**Other Partners:** Confucius Institute, Michigan State University

**Project Description:** *Partnering to Develop Global Citizens* is an innovative program designed to promote high levels of Mandarin Chinese language proficiency in conjunction with building career pathways for students to utilize their language acquisition in preparation for future career opportunities. The purpose is to establish a comprehensive Mandarin Chinese foreign language program that spans grades 4 through 14. Completion of all language and core courses within global career pathways will allow students to begin college with advanced standing, whether at Harper College or other universities.

Formal language instruction begins in 4<sup>th</sup> grade. At grades 4-5, students receive 30 minutes twice/week of language instruction. The classroom teacher, through technology tools, will support language instruction on days that students do not receive language instruction. At the middle school, students receive 40 minutes/day, and at the high school level, students receive 50 minutes/ day of formal instruction.

There are four goals associated with this application. They will be reached with the assistance of our partners, Harper College and the Michigan State University's Confucius Institute.

**Goal 1: *Partnering*** -- Arlington Heights District #25, Township High School District #214 and Harper College will create a self-sustaining K-14 foreign language study program in conjunction with global career pathways that link Chinese language to future career options. Objectives include elementary language and culture instruction and formal Chinese as a foreign language course in middle school. At high school, language courses expand to include dual credit and/or AP credit Mandarin courses.

**Goal 2: *Develop*** – Develop curriculum that makes connections with other disciplines and instructional development that build internal capacity and external dissemination of programmatic information and materials. Objectives include professional development, a fully articulated grade 4-14 Chinese language curriculum, Chinese teacher certification and dissemination of the program to individuals and school districts interested in program replication.

**Goal 3: *Global Knowledge*** – Students will gain knowledge and understanding of Chinese culture while connecting with bilingual communities. Objectives include cultural understanding, cross-cultural communication and cross-district communication to maximize language practice.

**Goal 4: *Citizens Communicating*** – Students will increase their ability to communicate through sequential language instruction that increases Chinese language proficiency. Objectives include an increase in reading, writing, listening and speaking Mandarin Chinese, alignment of curriculum and assessments to meet and/or exceed National Language Standards at the appropriate instructional levels.

Upon completion of this grant period, it is expected that graduating seniors will have a superior level of language proficiency. In addition, the curriculum will be articulated vertically, horizontally and inter-multidisciplinary so it flows cohesively across elementary, middle and high school and college with assessments meeting and/or exceeding National Language Standards.

**Contact Information: Dr. Tina Cantrell**, Project Director, High school principal, John Hersey High School, 1900 E. Thomas Street, Arlington Heights, IL 60004, Phone – (847) 718-4800, Email – [tina.cantrell@d214.org](mailto:tina.cantrell@d214.org)

## KANSAS

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**Grantee: Southeast Kansas Education Service Center**

**Title of Program: Mandarin Chinese for 21<sup>st</sup> Century Learners**

**Type of Program:** FLES (K-6) and Sequential Foreign Language Programs (7-12)

**Critical Language(s):** Mandarin Chinese

**School(s):** **Kansas:** Maize USD 266 and Pray-Woodman Elementary; Auburn-Washburn USD 437 and Jay Shideler Elementary; Lawrence USD 497; Independence USD 446; Erie USD 101; Goddard USD 265 and Apollo Elementary; **Ohio:** Madison Plain High School, Madison Rural, Mount Sterling, Midway; Missouri: Trailwoods Elementary School

**Grade level(s):** K, 1, 2, 3, 9, 10, 11, 12

**Institution of Higher Education Partner(s):** Confucius Institute at Kansas University, Sheree Willis, Director;

**Other Partners:** Kansas State Department of Education; Kansas Committee for International Education in Schools; Kan-ed.

### Project Description

- *Describe how the project is establishing, improving, or expanding foreign language study:*  
In 2010-11, the distance learning based Chinese language program is supporting 30 sections of elementary Chinese in grades K, 1, 2, and 3 serving 589 students. In addition, there are 18 sections of high school Chinese I, II, and III serving 140 students.
- *Minutes of instruction per day and week:*  
Elementary student--20 minutes daily; High school students --50 minutes daily.
- *Program model, approaches, curriculum, assessments, and features:*  
Chinese is taught via interactive distance learning (IDL) using curriculum designed for IDL delivery. We use the communicative approach to language teaching. Assessments are developed by the instructional team and include assessment of all three modes of communication in reading, writing, speaking and listening. High School assessment approach includes integrated performance assessment, triangulated with STAMP and LinguaFolio. ES student assessments are triangulated with SOPA and LinguaFolio
- *Program goals and objectives:*  
Provide elementary and middle schools with a sequential foreign language option in Mandarin Chinese. Support high schools in the delivery of Mandarin Chinese through the use of formalized assessments and technology. Impact language training through intensive professional development in Chinese for language instructors.
- *Expected outcomes:*  
Curricular materials include adaption of authentic materials, linked to standards. Instructors are provided with continuous professional development – in weekly instructional review meetings and pedagogy seminars. Students are expected to achieve novice low, medium, or high during first three years of HS program or junior novice levels during initial years of ES program. Eventual project goals are to achieve advanced levels after program is built out through all K-12 levels.
- *Describe how the project is collaborating with its IHE partner(s):*  
The partners collaborate on every aspect of Mandarin Chinese language delivery, professional development, and assessments.

**Contact Information: Carol Woolbright;** Director, Distance Learning; 947 West 47 Highway; Girard, KS 66743; office 620-724-6281, cell 620-249-8643; [carol.woolbright@greenbush.org](mailto:carol.woolbright@greenbush.org)

## KENTUCKY

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**Grantee: Fayette County Public Schools, Lexington, Kentucky**

**Title of Program: 2020 Vision: Critical Languages for 21st Century Education**

**Type of Program:** Content-based FLES and middle and high school programs

**Critical Languages:** Mandarin Chinese and Japanese

**Schools:** Four Elementary Schools, two Middle Schools, and two High Schools.

**Grade Levels:** Kindergarten through Grade 12 (K-12) by 2014. At the elementary level we add a grade level per year therefore, we now have K-3rd grade, 6th-8th at the middle school, and Chinese levels I, II at the high school.

**Institution of High Education Partners:** The Asia Center at the University of Kentucky, The National K-12 Foreign Language Resource Center (NFLRC), and the Research Institute for Studies in Education (RISE) at Iowa State University

### Project Description

The Fayette County Public Schools district, in partnership with the Asian Center at the University of Kentucky and the National K-12 Foreign Language Resource Center (NFLRC) and the Research Institute for Studies in Education (RISE) at Iowa State University, proposed the 2020 Vision: Critical Languages for 21st Century Education program, which will expand articulated programs of study in Mandarin Chinese and Japanese languages to enable students to achieve a superior level of proficiency in these languages with K - 16 opportunities, and to provide critical longitudinal research in Chinese language programs. This partnership will expand the program into the high schools, creating a K-16 pipeline with students ready to participate in the expanding Chinese and Japanese programs at the University of Kentucky or at any other university. The district also continues to provide high quality professional development to teachers of Mandarin Chinese and Japanese in efforts to improve the teaching and learning experiences for all students.

Located in the heart of the Kentucky Bluegrass Region, the Fayette County Public School (FCPS) district is the second largest school district in the state with over 38,000 students received a 2006 FLAP LEA grant to establish the first elementary and middle school Chinese and Japanese FLES programs in the region. The IHE partner, the National K-12 Foreign Language Resource Center (NFLRC) at Iowa State University, has been collaborating with the district since 2005 on longitudinal research to examine: (a) students' progress in Chinese language proficiency; (b) attitudes toward the Chinese language and culture of students, administrators, teachers, staff, and parents; and (c) student progress on standardized assessments of English language arts and mathematics as compared to the progress of control groups. Although the intention of the NFLRC at Iowa State University was to continue this research during the project period, the NFLRC was not funded for 2010-2014 and, thus, is not able to carry out this research.

The 2009-2014 FLAP Grant was requested to raise the program to new levels by partnering with IHEs, expanding the original program into the high school level, increasing the number of students served and preparing them to continue into the post-secondary level, completing the "K - 16 pipeline."

The 2020 Vision: Critical Languages program provides all students enrolled in the elementary FLES program 90 - 100 minutes per week of ACTFL standards-based, content-related Chinese

or Japanese instruction using immersion strategies. The middle and high school program will provide students with

45 - 55 minutes each day of content-based Chinese or Japanese instruction. The teachers use the target language for instruction at least 98% of the class. Students use language to reinforce their core content knowledge. Their language acquisition is facilitated through the teachers' use of immersion strategies. Using LinguaFolio, students have the opportunity to self-assess their language and cultural competencies. Teacher created performance-based assessments as well as SOPA, NOELLA, and STAMP measure the students' language competency. Teachers meet on a regular, on-going basis to collaborate on curriculum development, create, and share, materials and resources and network with each other. Each meeting includes a professional development component and curriculum development as well. The grant covers the cost of subs and these PLC meetings have had a positive impact in the teaching and learning.

The following goals have been developed, each with multiple objectives and outcomes.

Goal 1: To improve student foreign language proficiency in Mandarin Chinese and Japanese, preparing students to reach a superior level of proficiency in the language and culture.

Goal 2: To contribute to the world foreign language body of knowledge with unique data about the outcomes, challenges, and benefits of early language learning in FLES program models.

Goal 3: To provide high quality professional development to teachers of Mandarin Chinese and Japanese to improve the teaching and learning experience for all students.

Project partners are: The Asia Center at the University of Kentucky and the National K-12 Foreign Language Resource Center (NFLRC) and the Research Institute for Studies in Education (RISE) at Iowa State University. The district will also work on an informal basis with other entities, e.g. the Northern Kentucky University Option 6 Certification Program and the local Chinese and Japanese Saturday schools.

**Contact Information:** **Alicia Vinson**, World Languages Immersion Program Coordinator  
Fayette County Public Schools, 701 East Main Street, Lexington Kentucky 40502, Office:  
859.381.4261, Cell: 859-559-5915, Email: [Alicia.vinson@fayette.kyschools.us](mailto:Alicia.vinson@fayette.kyschools.us)

## MASSACHUSETTS

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**Grantee:** Boston Renaissance Charter Public School

**Title of Program:** Boston Renaissance Charter Public School (K-6) Xi Wang (Promise)

Mandarin Chinese Project

**Type of Program:** FLES

**Critical Language(s):** Mandarin Chinese

**School(s):** Boston Renaissance Charter Public School

**Grade level(s):** K-6

**Institution of Higher Education Partner(s):** The China Program Center at the Confucius Institute at the University of Massachusetts at Boston

**Other Partners:** Learning Innovations at WestEd; The Quincy Upper School Grades 7-12, Chinatown, Boston, MA

### Project Description

The Boston Renaissance Charter School (BRCPs) is not only the largest charter public school in Boston, but the largest public or private elementary school in Boston as well. It was opened in 1995 and currently serves 1100 students from pre-kindergarten (K1) to grade six. Ninety eight percent (98%) of students are African/American, Latin/Hispanic and multi-racial students. Seventy eight percent (78%) of students come from economically disadvantaged families. As a

charter school, BRCPS has taken the challenge of providing alternative methods of motivating “disadvantaged” students and enabling them to become positive agents of change for the society. Although many schools in Boston area teach foreign languages, unfortunately BRCPS did not have any foreign languages teaching. With this as a reality, BRCPS has introduced Mandarin Chinese FLES program for K-1 students in 2009. We believe that by exposing our students to Chinese language and culture, we can enlist their competitive advantages with their peers for both educational and career opportunities. We also believe that learning Chinese is a critical need in terms of advancing our country’s national security and economic development. However, as a charter public school, we have very limited funding and resources to further expand our Chinese program to all grades and all students with high quality. BRCPS is fortunate to be chosen for the Foreign Language Assistance Program (FLAP) grant award, FLAP will be the **most essential seed funding** to help the BRCPS to get the ball rolling!

Minutes of instruction per day and week

| Years of Expansion  | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---|---------|---------|---------|---------|---------|
| Grades  | K-2     | 3       | 4       | 5       | 6       |
| Number of minutes per year of Chinese instruction                                 | 5,400   | 8,100   | 8,100   | 10,800  | 10,800  |
| Number of Chinese periods per week  | 5       | 5       | 5       | 5       | 5       |
| Number of minutes per week/per day of Chinese instruction                         | 150/30  | 225/45  | 225/45  | 300/60  | 300/60  |
| Number of students receiving Chinese instruction (Based on BRCPS Enrollment Data) | 500     | 650     | 775     | 880     | 900     |

### Program model, approaches, curriculum, assessments, and features

The BRCPS Xi Wang Mandarin project will create thematic curriculum units for the new Mandarin FLES program at the BRCPS. The project and curriculum designs are based on scientific research and the five C's of the National Standards for Foreign Language Learning: Communication, Cultures, Communities, Connections and Comparisons. It is the project's intent to share program models, curriculum and teacher training with other districts as well as school systems in the United States that are in need of a Mandarin Chinese program. This project meets the priorities of the grant: 1) To include intensive summer foreign language programs for professional development through the training teachers will receive at the IHE partner, the University of Massachusetts Boston; 2) To link non-native English speakers in the community with the school so as to encourage two-way communication and language learning; 3) To include effective use of technology for Pen Pal connection to international students who are native speakers of Chinese and 4) To provide content-based language learning of Chinese through the MA Health Curricular Frameworks.

### Program goals and objectives

1. Improve and expand Chinese from the current partial instruction of classes in grades K-1 to every classroom inclusive of K-6 at BRCPS;
2. Develop thematic curriculum materials in Chinese, with a focus in the content area of Health in grades K-6;

3. Establish a technology infrastructure for a Pen Pal Program with a school in China as an integral part of the program;
4. Develop Chinese language arts standards and performance assessment tools needed for the FLES program;
5. Train teachers in the latest and most effective research-based practices of teaching Chinese;
6. Develop exchange programs for teachers/students with a sister school in China;
7. Provide a connection with the Quincy Upper School (grades 7-12) that has a strong Chinese program in the Boston Public Schools so that sixth graders in the BRCPS have the opportunity to utilize their Chinese with older more proficient students in guided activities and classes.; and
8. Provide outreach to parents and families to sustain and support their interest and motivation in learning Chinese.

**Expected outcomes:** Student achievement; development of curriculum, materials, and assessments; expansion of program; effectiveness of professional development

- 1) All students (K-6) will show increase in their acquisition of Mandarin at the receptive, expressive, functional and literate language domains as demonstrated by pre/post and midyear assessments; 2.) Chinese classes will be implemented in grades K-6 for all students. 3.) Curriculum development will focus on consistent, sequential/spiraling K-6 Mandarin instruction through Learning Innovations at WestEd; 4.) Teachers will receive professional development targeting the latest and most effective methodologies in the teaching of Chinese to elementary students through the China Center at the Confucius Institute at the University of Massachusetts Boston in summer seminar programs and during the school year; 5.) Students and teachers will improve their Chinese as they increase dialogue with Chinese speakers through student/teacher exchanges with a sister school in China and will broaden their repertoire of skills in Chinese culture, history and language. 6.) Collaboration with the Quincy upper School will provide a pathway for BRCPS students to continue after sixth grade as students at the Quincy Upper and take part in its Chinese instructional program once they finish grade 6.

**Describe how the project is collaborating with its IHE and other partner(s):**

The Confucius Institute blends the expertise of The University of Massachusetts, Boston (UMASS), which include: the East Asian Studies Program, the Department of Modern Languages, the Graduate College of Education (offering a Master's Degree in Teaching a Foreign Language with Teaching of Chinese option and licensure), The China Program Center with many Chinese partnerships, the Asian American Institute, the Study Abroad Program and the International Students' Office. The non IHE partner is Learning Innovations at WestEd, and they will provide comprehensive onsite professional and curriculum development to project staff as well as the creation of performance and formative assessment tools for everyday classroom use. Xi Wang will embrace this international connection and its teachers will gain knowledge, receive summer seminars/coursework and assist in the teacher/student, exchange program with a sister school in China.

**Contact Information:** Roger F. Harris, Ph.D., Superintendent/CEO, Boston Renaissance Charter Public School, 1415 Hyde Park Ave, Hyde Park, MA. U.S.A. 02136, Tel. 617- 357-0900 ext. 1115; Fax 617- 357-0948, Website: [www.bostonrenaissance.org](http://www.bostonrenaissance.org)

**Grantee: Cambridge Public Schools District****Title of Program: Ni Hao (Hello!) Chinese Two-Way 50/50 and Content Language Immersion Program****Type of Program:** Combination of Two-way and Content Language Immersion during the traditional school day**Critical Language:** Chinese**School:** Dr. Martin Luther King Jr. Schools**Grade level(s):** K-4**Institution of Higher Education Partner(s):** The China Center of the Confucius Institute and the Applied Linguistics Department at the University of Massachusetts Boston**Other Partners:** Learning Innovations at WestEd, Woburn, MA

**Project Description:** The Martin Luther King (MLK), Jr. K-8 School in Cambridge, MA provides a challenging and nurturing learning environment, dedicated to putting the educational, emotional, and social needs of children first. The diverse school population represents many different world cultures, and MLK Jr.'s multicultural, linguistic, ethnic and racial diversity is considered to be an outstanding resource for learning and personal development. The Ni Hao Language Immersion FLAP grant project seeks to improve and transform the existing Chinese FLES Program at the Martin Luther King (MLK) Jr. School gradually over a five year period while continuing to provide daily Chinese FLES instruction to the classrooms and grades not directly affected while the project expands. It is the intent of MLK Jr. to initiate a two-way program with grades K-2 and Chinese content immersion in grades 3-4 with the purpose of eventually expanding the program after the FLAP ends to Grade 8 encompassing the whole school in 2018-2019. To address the requirements of the Department of Education's General Education Provisions Act (GEPA), the Martin Luther King Jr. School ensures that there will be no barriers to program participation on the basis of gender, race, national origin, color, age or diverse needs. Provisions will be made for students with special needs to receive tutorial assistance, thus, the program will eventually serve **all** students in the program.

**General Goals:** 1. Improve and expand Chinese from the current instruction of classes in grades K-8 to content language immersion instruction in grades K-4 by the end of the FLAP grant in 2014-2015 and eventually expand to grade 8 in 2018-2019 by adding a grade each year after the FLAP grant ends; 2. Develop content grade level curriculum for grades K-2 in mathematics in Chinese, Chinese language arts and social studies in Chinese through Learning Innovations at WestEd partner; 3. Develop Chinese language performance assessment tools needed for Chinese grade level content curriculum for grades K-2 in math, Chinese language arts, and social studies in Chinese through Learning Innovations at WestEd and IHE partners; 4. Develop an interdisciplinary Chinese immersion humanities courses for grades 3 and 4 through Learning Innovations at WestEd partner. 5. Train teachers in the latest and most effective practices of teaching Chinese through IHE partners; 6. Train teachers in the latest pedagogy and methodologies related to two-way and language immersion education through Learning Innovation at WestEd partner; 7. Develop exchange programs for teachers/students with a sister school in China; 8. Connect with the Cambridge Rindge and Latin High School (grades 9-12) that has a strong Chinese program in the Cambridge Public Schools so that the students in Ni Hao have the opportunity to utilize their Chinese with older more proficient students in guided activities and classes. This collaboration will also provide a pathway for the Ni Hao Program students to matriculate into the Cambridge Rindge and Latin High School Chinese instruction once they finish their Ni Hao schooling. 9. Provide outreach to parents and families to sustain and support their interest and motivation in learning Chinese. **The specific student goals for the Ni Hao Two-Way Chinese program are:** 1. Students will develop high levels of oral and

written proficiency in Chinese. 2. Students will attain grade level or higher skills in Chinese. 3. Students will demonstrate positive cross-cultural attitudes and behaviors.

**Objectives:** **Objective # 1:** (Communication) 85% of the students (K-4) will develop high levels (Intermediate Mid-High) of proficiency in understanding, speaking, reading and writing in Chinese. **Objective # 2:** (Cultures) 95% of the students will develop a cross-cultural appreciation for Chinese and American cultures and knowledge of China's historical and current contributions to the world. **Objective # 3:** (Connections) 90% of the students will achieve grade level or higher in math, science, social studies, and language arts through Chinese language immersion. **Objective #4:** (Comparisons) 95% of the students will understand the nature of Chinese through its comparison with English. **Objective #5:** (Communities) 100% of the teachers and students will use Chinese within and beyond the school setting.

**Expected Outcomes:** The expected outcomes of the project include: 1.) All Ni Hao Program participating students (K-4) will show increase in their language proficiency levels of Chinese at the receptive, expressive, functional and literate language domains as demonstrated by pre/post and midyear assessments; 2.) Two-way 50/50 Chinese language immersion instruction in math, Chinese language arts and social studies will be delivered to all students in grades K-2 and Chinese content immersion through interdisciplinary humanities to students in grades 3-4 by the end of year 5 in 2015; 3.) Chinese curriculum and performance assessments will be developed in the content areas of math, social studies and language arts in Chinese; 4.) Teaching staff will receive professional development targeting the latest and most effective methodologies in the teaching of Chinese language immersion to elementary students; 5) Teacher/Student exchange program will be established with a sister school in China; and 6.) A solid bridge for student articulation from elementary to secondary will be established between the MLK Jr. Ni Hao program and the Cambridge Rindge and Latin High School (Grades 9-12) Chinese program.

It is expected that 200 students will be served by the end of the project as follows: The first year is for planning (recruitment of qualified Chinese teachers and students of Chinese home-speakers and English home-speakers, teacher training in two-way and content language immersion, curriculum and assessment development in Chinese, parent/community training and general staff input, and plan for program implementation). By year 3, students in grades K-2 will receive 24,300 minutes of Chinese content immersion instruction per year, 675 minutes per week and 135 minutes per day; and by year 5, Grades 3-4 students will receive 16,200 minutes of Chinese content immersion instruction per year, 450 minutes per week, and 90 minutes per day.

**Contact Information:** **Gerald Yung**, Principal, Martin Luther King Jr. School (K-8)  
100 Putnam Avenue, Cambridge, MA 02139-2951, (617) 349-6562, Email: [gyung@cpsd.us](mailto:gyung@cpsd.us)

**Grantee: Pioneer Valley Chinese Immersion Charter School**

**Title of Program: Pioneer Chinese Initiative: K-12 Chinese immersion**

**Type of Program:** One-way immersion (total and partial)

**Critical Language(s):** Mandarin Chinese

**School(s):** Pioneer Valley Chinese Immersion Charter School

**Grade level(s):** In the 2010-2011 school year, K-4 and 6-7. Two grades will be added per year until full K-12.

**Institution of Higher Education Partner(s):** University of Oregon/CASLS and University of Massachusetts.

**Other Partners:** Chinese Language Association Secondary and Elementary Schools (CLASS), Hadley Public Schools, Hanban/Confucius Institute Headquarters, Asia Society

### **Project Description**

The Pioneer Valley Chinese Immersion Charter School's (PVCICS) project aims to establish a model Chinese language and culture program that will demonstrate the potential of collaborative work between charter schools and the broader public school system in the development and implementation of long, intensive sequences of critical language learning. PVCICS is using the FLAP funding to: build on its existing K-1 one-way total Chinese immersion program by expanding through grade 6 and plan implementation through grade 12; and create a 6-9, two-hour-per-day partial immersion program for late-entry 6th graders that will eventually expand through grade 12.

#### **Minutes of instruction per day and week**

K-1st: 315"/day, 1575"/week. 2nd-5th: 232.5"/day, 1162.5"/week. 6th-8th: 120"/day, 600"/week.

#### **Program model, approaches, curriculum, assessments, and features**

PVCICS uses an immersion approach where core subject content is taught using Chinese as the language of instruction starting in Kindergarten. Students take English Language Arts in the English classrooms in all grades. PVCICS uses curriculum compliant with state standards. The Chinese Language Arts curriculum is being developed. Stanford 10 for English and Math is administered yearly starting in Kindergarten. The state mandated MCAS test for English and Math is given annually for grades 3 and higher. Chinese language assessments include ELLOPA/SOPA, NOELLA, and STAMP. Teachers also keep portfolios of student works.

#### **Program goals and objectives**

The detailed objectives for each goal are available in the FLAP application or by contacting info@pvcics.org. Goal 1: The K-12 Chinese immersion program will prepare students to reach the Superior level of proficiency in Chinese language and culture. Goal 2: Students from the 39 school districts that comprise PVCICS' region of service will have access to a challenging, standards-based, and well-articulated K-12 sequence of study of Chinese that will prepare them to enter an institution of higher learning and reach the highest levels of proficiency in the Chinese language. Goal 3: In-service and pre-service teachers of Chinese will be better prepared to teach in immersion, partial immersion, FLES and secondary programs as the result of their involvement with this project. Goal 4: The Pioneer Chinese Initiative will be a vital part of the general and educational communities in the state and nation, involving all parties in a two-way process of information, enrichment, and program development. Goal 5: The results of this collaboration between a charter school, public schools, and institutions of higher learning in offering a K-12 Chinese immersion program that prepares students for university study will be disseminated nationally.

#### **Expected outcomes**

PVCICS has defined Chinese proficiency targets for grades K through 6 for students who entered the early immersion program in Kindergarten. PVCICS is working on developing targets for grades 7 and 8. PVCICS expects 80% of the total number of students tested to meet the proficiency targets at the end of their school year for their respective grades.

#### **Describe how the project is collaborating with its IHE partner(s)**

First, the Center for Applied Second Language Studies (CASLS) at the University of Oregon is providing a set of qualifications they look for in an incoming Flagship student. This includes linguistic and academic standards, but also personal and attitudinal criteria, such as a commitment to spending a year abroad and working towards superior proficiency. PVCICS will work backwards from that in designing a curriculum to help students achieve those standards. Second, CASLS will provide assessment tools to allow PVCICS to track the progress of our students towards our linguistic goals for graduates. Part of this will be national data on how students do in Chinese (and other) immersion programs so PVCICS can compare its

performance relative to others. Third, CASLS will provide research to help PVCICS make sense of that data. Finally, at this time PVCICS is working with the University of Massachusetts to develop programs to train teachers.

**Contact Information:** Project Director **Kathleen Wang**, Principal, PVCICS, 317 Russell Street, Hadley, MA 01035, 413-582-7040, [info@pvcics.org](mailto:info@pvcics.org).

## MICHIGAN

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**Grantee: Utica Community Schools**

**Title of Program: Project CLIME (Critical Language Initiative in Mandarin Education)**

**Type of Program:** Partial Immersion (K-6), Target (7-12)

**Critical Language(s): Mandarin**

**School(s):** Utica Academy for International Studies (9-12), Stevenson High School (9-12), Heritage Junior High (7-12), Oakbrook Elementary (K-6)

**Grade level(s):** K-1, 9-11

**Institution of Higher Education Partner(s):** Michigan State University, Confucius Institute – Michigan State University

**Other Partners:** Chinese Association of Greater Detroit (CAGD), International Higher Education Exchange Center (IHEEC)

### Project Description

- Describe how the project is establishing, improving, or expanding foreign language study  
*Project CLIME was designed to bring comprehensive Mandarin Language instruction to Macomb County Michigan. Having little exposure to Mandarin Instruction, this program sought to not only place Mandarin on the map, but to install it in one of Michigan's leading school districts at a K-12 level with K-16 support. Implementing both a K-6 partial immersion program and a 7-12 target language program, Project CLIME sought to develop a completely inclusive program that would allow students the opportunity to seamlessly complete progress from novice to advanced or superior competence on the ACTFL standards for second language learning.*
- Minutes of instruction per day and week
  - Elementary - 3 hours daily
  - Secondary - 5 hours weekly
- Program model, approaches, curriculum, assessments, and features  
*Project CLIME utilizes the Education for Global Citizenship model developed in coordination with the Confucius Institute – Michigan State University. This model provides the foundation for the partial immersion instruction at the elementary level. At the secondary level, the bulk of instruction occurs at the Academy for International Studies, an IB World School, and the International Baccalaureate model is used as a guide for instruction and assessments. Additionally, work in natural (brain-mind) learning has provided a critical pedagogical core to instruction.*
- Program goals and objectives  
**Goal:** *to establish a self-sustaining K-12 foreign language program that will create opportunity for a K-16 continuum of Mandarin Chinese learning for students within UCS and Macomb County*  
**Objective 1:** *To build the UCS' capacity to design, implement and evaluate the effectiveness of a K-12 sequence of instruction in the critical foreign language of Mandarin Chinese.*

**Objective 2:** *To increase the numbers of elementary, middle and senior high students taking Mandarin Chinese from within UCS as well as from other districts within Macomb County.*

**Objective 3:** *To promote student attainment of intermediate level proficiency in Mandarin Chinese and the State's Grade Level Content Expectations through the delivery of a high quality, rigorous and standards-based partial immersion program in grades K-3.*

**Objective 4:** *To promote attainment of advanced proficiency in Mandarin Chinese through the delivery of a high quality, rigorous and standards-based instructional program in the target language at the secondary level (grades 7-12).*

- Expected outcomes--student achievement; development of curriculum, materials, and assessments; expansion of program; effectiveness of professional development

*Each year, there will be a statistically significant and educationally meaningful increase in the Chinese language proficiency of participating elementary students. By the end of year 5, the percentage of grade 3 students meeting Grade Level Content Expectations (GLCE's) in the core curriculum areas will meet or exceed that of their non-participating peers. And, by the end of year 5, elementary school students who have participated in the partial immersion for four years (grades K-3) will demonstrate intermediate level proficiency in Mandarin Chinese in the five areas of communicative competence. In the target language program, there is also an expectation of measured growth. In line with the College Board and ACTFL recommendations, students successfully completing this program should be of intermediate proficiency but some advanced students can be expected to meet an Advanced Low level of proficiency as well. While there is no expectation that students, through a four-year approach to language, will approach Intermediate Proficiency, some level of superior proficiency can also be expected.*

*In developing the partial immersion program, UCS senior staff conducted a site visits to see the partial immersion program (English/Chinese) in action, and to speak with program administrators about the model. The UCS planning team utilized the instructional program and curriculum designed by the Education for Global Curriculum (EGC) in cooperation with MSU. Grade level content expectations for the immersion classrooms were developed in conjunction with Michigan's Grade Level Content Expectations (GLCEs). These materials, curriculum and assessment tools will be integrated into existing UCS models for instruction and were tied to district level standards and expectations. Implementing of the 7-12 target language sequence was developed utilizing ACTFL standards, AP Chinese Language and Culture standards, and IB Mandarin language program guidelines. Pre-developed curricular tools including multi-media resources, online instruction and a host of benchmarks and assessments that are already being utilized will be integrated for classroom use.*

*Professional Development. MSU and the Confucius Institute will play a key role in providing professional development for UCS teachers. PD activities will take place during the summers as well as throughout the school year. Utilizing the blocks of time available in the summer, Michigan State University, per their support of this grant, is responsible for doing multiple 'boot-camp' style immersion programs where teachers from China will be immersed in US practices and begin their acclimation to their new climate. Conversely, the university will be taking the same role with US teachers to assure that they are aware of the both the cultural processes of traditional Chinese education as well as the dynamics of the partial immersion program. After these initial meetings, monthly meetings will occur where teachers will be on-sight with the MSU staff*

or will travel to Michigan State or its partner EGC schools for appropriate professional development opportunities.

- Describe how the project is collaborating with its IHE partner(s)  
*Michigan State University plays three critical roles in Project CLIME. First, CI-MSU supplies and prepares teachers for the immersion and target language programs. As suggested above, these teachers are given training on instruction and assessment and should learn skills necessary to take on the challenges of their own classroom. Secondly, CI-MSU provides ongoing professional development and instruction for those teachers. In collaboration with the Michigan State University School of Teacher Education, there is a commitment to best practices and teacher development including course work and summer learning programs. Finally, Michigan State University provides in partnership with the EGC provides a foundation for instructional curriculum and assessment. With input from the collaborating teachers and administrators, this process at its best is a fluid that adapts to the changing instructional and program needs.*

**Contact Information:** **Thomas Lietz**, Director, Project CLIME, Assistant Principal Heritage Jr. High School, Program Director, Utica Academy for International Studies, 37400 Dodge Park Rd, Sterling Heights, MI 48312, 586.797.3105, [Thomas.Lietz@uticak12.org](mailto:Thomas.Lietz@uticak12.org)

## MINNESOTA

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**Grantee:** Hopkins Public School District 270, Hopkins, MN

**Title of Program:** Global Literacy Through Mandarin Immersion and STEM

**Type of Program:** Early total immersion

**Critical Language(s):** Mandarin Chinese

**School(s):** Eisenhower Elementary School (XinXing Academy) [Hopkins, MN]

**Grade level(s):** K-3 as of 2010; adding a grade level each year

**Institution of Higher Education Partner(s):** University of Minnesota: Confucius Institute, Center for Advanced Research on Language Acquisition (CARLA), Center for Applied Research and Educational Improvement (CAREI)

**Other Partners:** Scenic Heights and Excelsior Elementary Schools [Minnetonka, MN] and Madison Elementary School [St. Cloud, MN]; The Center for Applied Linguistics (for the SOPA)

### Project Description

How the project is establishing, improving, or expanding foreign language study: The schools funded by this grant all began early total Mandarin immersion programs in 2007. Through this project, we will add a grade level to our programs each year, plan for continuing the program at the secondary level, and improve our programs by developing high quality curricular units in Mandarin with a STEM (Science, Technology, Engineering, Math) focus.

*Minutes of instruction per week:* Our programs average 1440 minutes of instruction in Mandarin per week in grades K-2; English instruction begins in grade 3 (1 hour/day), and we will have a 50-50 model by grades 5-6.

*Overarching Project Goal:* To establish a self-sustaining well-articulated K-12 critical language learning system with a content focus on STEM that enables students served by the Minnesota Mandarin Immersion Collaborative (MMIC) to attain advanced proficiency in Mandarin by grade 12 and graduate with the foreign language skills needed to achieve a superior level of proficiency in college.

*Objectives and Expected Outcomes*

Objective 1: Build the MMIC's capacity to design, implement and evaluate a well-articulated K-12 sequence of instruction in Mandarin that promotes global literacy with a content focus on STEM. Develop and implement 2 interdisciplinary units per year that use STEM as a focal point and that attend to language and literacy development across content areas. The units will include a curriculum framework, unit plans, lesson plans, assessments and staff development for teachers. Units will be posted on CARLA's website

Demonstrate consistent inter-rater reliability in conducting programmatic assessments for measuring student proficiency in Mandarin in K and grade 2, and eventually grade 5 using the SOPA

Develop a framework for content-based Mandarin curriculum for the secondary level with continued focus on STEM

Objective 2: Expand foreign language study in a critical language for students served by FLAP by increasing the numbers of elementary students enrolled in the MMIC Mandarin immersion programs

- Add one grade level per year in each MMIC program.

Objective 3: To improve the foreign language proficiency of students served by FLAP by increasing the number of students who meet ambitious project objectives for foreign language proficiency. Using the SOPA and a random sample of students in K, grade 2 and eventually grade 5, we expect that by the end of each year:

75% of kindergarten students will be at the "junior novice-mid" level of proficiency

75% of grade 2 students will be at the "junior intermediate-low" level of oral proficiency

75% of grade 5 students will be at the "junior intermediate-mid" level of oral proficiency (Years 4-5 of grant) *Collaboration with IHE partner:* U of M Mandarin-speaking graduate students and staff with language education expertise are working under the direction of Tara Fortune (CARLA Immersion Projects Coordinator) and the FLAP project director to develop curricular units, assessments and staff development. Teachers from each of the MMIC programs partner with us on teams that focus on curriculum and assessment. We are beginning discussion with U of M leaders on partnership opportunities for the secondary level. CAREI is our project evaluator.

**Contact Information: Molly Wieland**, FLAP Grant Project Director Hopkins Public Schools, Dept. of Teaching and Learning, 1001 Hwy 7, Hopkins, MN 55305 Phone: 952-988-4038 e-mail: [molly.wieland@hopkinsschools.org](mailto:molly.wieland@hopkinsschools.org)

**Grantee: Minneapolis Public Schools**

**Title of Program: Arabic and Chinese Extended Sequences (ACES)**

**Type of Program:** Sequential Foreign Language

**Critical Languages:** Arabic, Chinese

**Schools:** **Arabic sequence:** Lyndale Elementary, Sanford MS, Roosevelt HS

**Chinese sequence:** Elizabeth Hall Elementary, Northeast MS, Henry HS

**Grade levels:** Arabic 2-12  
Chinese K-12

**Institution of Higher Education Partners:** Center for Advanced Research on Language Acquisition (CARLA) at University of MN, University of Minnesota - Chinese, Macalester College - Arabic

**Other Partners:** various community cultural arts artists/organizations

### **Project Description**

The ACES project expands model programs in Arabic and Chinese to seven schools at the elementary, middle, and high school levels:

**Arabic:** Lyndale Elementary (gr. 2-5, 90 min per wk), Sanford MS (gr. 6-8, 135-250 min per wk), Roosevelt HS (gr. 9-12, 250 min per wk);

**Chinese:** Elizabeth Hall Elementary (gr. K-5, 45-90 min per wk), Northeast MS (gr. 6-8, 250 min per wk), Henry HS and South HS (gr. 9-12, 250 min per wk).

- Establishes articulated instructional pathways to advance students' learning at each stage and enable successful students to eventually achieve high levels of proficiency.
- Provides high quality professional development to teachers of these two critical languages;
- Develops articulated, proficiency-based curriculum and assessments in both languages;
- Extends articulation efforts beyond the K-12 programs through discussions with project partner language instructors of Arabic and Chinese from Macalester College and University of Minnesota's College in the Schools programs to review curriculum, assessments, benchmarks, and student work samples and make recommendations for placement and continuing studies.
- Disseminates the curriculum through the project webpage.
- Partners with community cultural arts organizations to implement an innovative approach to increase awareness of Arabic and Chinese cultures, make interdisciplinary connections, and promote learning Arabic and Chinese languages.
- Uses technology to disseminate project materials, enhance curriculum and staff development, and share assessments and samples of student work.

**Contact Information:** **Ayumi Stockman**, ACES Project Coordinator, [Ayumi.Stockman@mpls.k12.mn.us](mailto:Ayumi.Stockman@mpls.k12.mn.us), **Gaelle Berg**, Project Director and MPS World Languages Specialist, [gberg@mpls.k12.mn.us](mailto:gberg@mpls.k12.mn.us), Department of Curriculum and Instruction, Minneapolis Public Schools, 807 NE Broadway, Minneapolis, MN 55413. Phone: 612-668-5358

**Grantee: Rosemount-Apple Valley-Eagan Public Schools, Independent School District 196, Minnesota**

**Title of Program: District 196 International Studies: Mandarin Chinese**

**Type of Program:** FLES and Content-Related

**Critical Language:** Mandarin Chinese

**Schools:** Diamond Path Elementary School of International Studies, Scott Highlands Middle School, Rosemount Middle School, Rosemount High School

**Grade Levels:** K-12

**Institution of Higher Education Partners:** The National K-12 Foreign Language Resource Center (NFLRC) and Confucius Institute at the University of Minnesota

**Other Partners:** The Language Resource Center at the University of Minnesota (CARLA), The University of Minnesota Asian Studies and Mandarin Chinese Teacher Licensure Program, The China Center at the University of Minnesota, The College Board and Teachers of Critical Languages Program

**Project Description:**

The Rosemount-Apple Valley-Eagan Public Schools, District 196, is planning an expansion that will fully articulate the study of Mandarin Chinese to the middle and high school level, creating a program that will prepare students to participate in the Asian Studies program or the Mandarin Chinese teacher licensure program at the University of Minnesota or any other university. The elementary school program started in 2007 and the middle school program began in 2009-2010. The improvement of the middle school program and the expansion of Mandarin Chinese to the high school level will enable students to achieve a superior level of proficiency that will provide

the skills to be successful in college level courses and to become strong leaders in our community.

The District 196 elementary FLES model provides students with 90 minutes of direct instruction per week. The instruction time is 98 to 100 percent taught using the target language, Mandarin Chinese. Middle school students receive between 80 and 120 minutes of content-related direct instruction a week. The District 196 high school model will provide students with 45 minutes of instruction each day. Currently District 196 is using Better Chinese as one curriculum resource. In 2007 district 196 partnered with Iowa State University and the Center for Applied Linguistics (CAL) to collaborate in their Mandarin Chinese FLES longitudinal research project. The longitudinal research project on early language learning in Chinese FLES (non-intensive programs) was funded by the U.S. Department of Education.

The following goals have been developed, each with multiple objective and outcomes.

**Goal 1:** To improve student foreign language proficiency in Mandarin Chinese, preparing students to reach a superior level of proficiency in the language and culture.

**Goal 2:** To contribute to the foreign language body of knowledge with unique data about the outcomes, challenges, and benefits of early language learning in FLES program models.

**Goal 3:** To provide high quality professional development to teachers of Mandarin Chinese to improve the teaching and learning experiences of all students.

The objectives and outcomes of the goals expand the District 196 program to K-12, write curriculum for all grades, increase the number of students enrolled in Mandarin Chinese instruction, support and increase professional development, assess student learning, align curriculum to national standards and research the program.

**Contact Information:** Project Coordinator: **Shane Schmeichel**, Project Coordinator and District Magnet School Specialist. Telephone: 651-423-7911 Email:

[Shane.schmeichel@district196.org](mailto:Shane.schmeichel@district196.org)

**Grantee: Saint Paul Public Schools (SPPS)**

**Title of Program: Saint Paul Elementary Mandarin Chinese Immersion School (K-6) Project**

**Type of Program:** One-Way Foreign Language Immersion

**Critical Language(s):** Mandarin Chinese

**School(s):** One Elementary Mandarin Chinese Immersion School, TBD

**Grade level(s):** K-3 during project period; growing to K-6 after project period

**Institution of Higher Education Partner(s):** University of Minnesota: Department of Curriculum and Instruction (C&I) and Center for Advanced Research on Language Acquisition (CARLA); University of Minnesota Confucius Institute

**Other Partners:** The Minnesota Mandarin Immersion Collaborative (Hopkins Public Schools and Minnetonka Public Schools); Yinghua Academy, Minneapolis

### **Project Description**

Saint Paul Public Schools (SPPS) will expand and improve foreign language learning study critical to United States national security by developing and implementing an Elementary Mandarin Chinese Immersion School (K-6) with a Science, Technology, Engineering and Mathematics (STEM) emphasis, beginning with Grades K-3 in the project period. The start-up of this Elementary Mandarin Chinese Immersion School (K-6) is part of an articulated, district wide K-12 Chinese Education Collaborative (C3) launched with a previously-funded FLAP grant. This project will also build on the district's prior success in launching and implementing K-12 Spanish and French immersion programs and provide the only Elementary Mandarin Chinese Immersion School (K-6) in the East Metro area of the Twin Cities. The project directly addresses the

district's high demand for a Chinese immersion program and the community is well poised to adopt such a program.

The project will: 1) Establish Grades K-3 of a K-6 Immersion school to expand the number and proficiency of students learning the Chinese language; 2) Implement research based strategies for immersion education, including program structures, assessment, curriculum development, instructional strategies, staff quality and professional development, technology integration, family and community involvement, and other supports and resources in Chinese and in the content areas; 3) Build upon significant, established partnerships with institutions of higher education, including the University of Minnesota's Department of Curriculum and Instruction (C&I), the Center for Advanced Research on Language Acquisition (CARLA), and The Confucius Institute; 4) Create an articulated K-3 Chinese immersion STEM program and replicable model of a standards-based foreign immersion program that establishes a system of curriculum sharing, professional development, assessment and evaluation locally and nationally by working in collaboration with the Minnesota Mandarin Immersion Collaborative (MMIC).

The project is carefully designed around three main project objectives that include: Objective 1: Build SPPS' capacity to design, implement and evaluate a well-articulated Elementary Mandarin Chinese Immersion School for instruction in the critical language of Chinese (GPRA Objective 2) with a STEM content focus; Objective 2: Expand foreign language study in a critical language for students served by FLAP (GPRA Objective 2) by increasing the numbers of students enrolled in Saint Paul Elementary Mandarin Chinese Immersion School (GPRA Objective 2.1 of 2); Objective 3: Improve the foreign language proficiency of students served by FLAP (GPRA Objective #3) by increasing the number of students who meet ambitious project objectives for foreign language proficiency (GPRA Measure 3.1 of 1).

The University of Minnesota's Department of Curriculum and Instruction (C&I) and the Center for Advanced Research on Language Acquisition (CARLA) and the Confucius Institute will provide technical assistance in immersion education and Chinese language and culture acquisition, and access an innovative newly-developed Chinese teacher development recruitment program between China and the U.S. at the University of Minnesota. The University of MN C&I and CARLA will work with SPPS staff on professional development and to improve SPPS' capacity to teach and learn Chinese; and the Confucius Institute to promote the study of Chinese language and culture throughout Minnesota.

The project will establish a system of curriculum sharing, professional development, assessment and evaluation in order to build capacity for Chinese language learners in the community by working in collaboration with Hopkins Public Schools (ISD #270) and Minnetonka Public Schools (ISD #276), the Minnesota Mandarin Immersion Collaborative (MMIC). SPPS will develop the K-3 STEM curriculum in immersion and collaborative efforts will extend through MMIC, which is dedicated to developing a well-articulated K-12 Chinese immersion program with a STEM focus for grades 3-6. In effect, SPPS and MMIC have agreed to collaborate and share curriculum development and translations, thus ensuring the feasibility of extending the programs into additional grades in a variety of areas of the greater Twin Cities metropolitan area and nationally. Another key component of the project will be to open SPPS high school enrollment to students graduating from Yinghua Academy, thereby developing the top-end of the immersion program for the eventual continuation of Chinese language immersion within the district.

Student assessments will be adapted based on assessments used as part of the SPPS articulated K-12 Chinese language program, as well as modify existing Early Language

Learning Oral Proficiency (ELLOPA), Student Oral Proficiency Assessments (SOPA) and the Center for Advanced Linguistics (CAL) Oral Proficiency Exam (COPE). Project evaluation will include evaluation of professional development, the overall collaborative, partnerships, project implementation (including study design, instrument design, some data collection, analysis and reporting); and analysis and reporting of student data.

**Contact Information:** Heidi Bernal, ELL Director, 360 Colborne Street, Saint Paul Public Schools, Saint Paul, Minnesota 55102; 651-767-8320; [heidi.bernal@spps.org](mailto:heidi.bernal@spps.org)

## MONTANA

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**Grantee:** Missoula County Public Schools

**Title of Program:** MCPS Arabic Language and Culture Project

**Type of Program:**

**Critical Language(s):** Modern Standard Arabic

**School(s):** Hellgate High School and Sentinel High School

**Grade level(s):** 9-12

**Institution of Higher Education Partner(s):** The University of Montana

### Project Description

Missoula County Public Schools (MCPS) will develop, implement and evaluate a high quality and sustainable Arabic language and culture program during the school day for students in grades 6-12 in the context of a K-16 program of study. MCPS partnered with The University of Montana (UM) to take advantage of its strong and growing Arabic language program.

The 2009-10 year was for planning. With implementation underway, nearly 100 students are currently enrolled in the first year of Arabic in five classes at two different high schools. Students receive up to 50 minutes of instruction per day for a total of 250 minutes per week. Adding another language has resulted in an overall increase in world language enrollment at MCPS. The first annual Arabic language camp was offered to middle school students in August to introduce younger students to this offering.

A communicative approach to language learning is key for world language offerings at MCPS. Learning targets (based on ACTFL standards) have been developed in the skill areas of listening, speaking, reading and writing. The Arabic curriculum has been designed to fit into the existing adopted curriculum. The results of both formative and summative assessments will be used to determine the effectiveness of the curriculum and to inform teachers of changes that may be necessary. At the end of the year, student proficiency will be assessed through the used of CAL (an Arabic assessment exam being developed by the Center for Applied Second Language Studies) as well as through an oral proficiency interview with selected students.

A well-qualified, native speaker of Arabic was hired in June. In addition, the district is hosting a teacher from Egypt through the Teachers of Critical Languages Program.

Ongoing professional development is provided for and required of all MCPS teachers. World language teachers meet monthly as a professional learning community to discuss assessment and how to use data from those assessments to inform good teaching practices. An experienced world language teacher has been assigned to mentor the new Arabic teacher to provide lesson planning advice and feedback. UM professors of Arabic are also scheduled to observe classes and assist with curriculum development.

Both MCPS and UM are in the process of examining Arabic materials as a resource to support the adopted world language curriculum. It is essential that the materials selected be appropriate to the age levels of the students enrolled in the courses.

MCPS has worked collaboratively with UM in all aspects of planning and implementing this project. LEA and IHE regulations and procedures have required compromise on the parts of both MCPS and UM. The commitment to developing a successful program has been paramount. An Arabic Advisory Committee meets monthly to discuss the plan of the grant and to decide on next steps.

Below are the goals as outlined in the grant. Overall, MCPS is well on its way to meeting these goals. Through the next four years, the district expects to expand the program so students can begin their studies in middle school and achieve a high level of proficiency by the end of high school.

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## NEW JERSEY

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**Grantee: Montclair Public Schools**

**Title of Program: NJ Chinese STEM**

**Type of Program:** Foreign Language

**Critical Language(s):** Chinese

**School(s):** Nishuan Elementary School, Hillside Elementary School, Glenfield Middle School, Montclair High School

**Grade level(s):** K-12

**Institution of Higher Education Partner(s)** - Rutgers University, Graduate School of Education

**Other Partners**—Livingston High School, Global Knowledge Exchange

### Project Description

The project NJ Chinese STEM will expand the study of Chinese in the Montclair Public Schools so that by the end of five years, there will be programs in the elementary, middle, and high schools. The Montclair Public Schools function as a type of magnet school system with specialization in different schools. There is an established Chinese program for students in grades K & 1 at Nishuane School and a program in one of the three middle schools in grades 6 and 7. The Montclair Public School System will expand the program during the 2010-2011 school year into Hillside Elementary School (Grades 3-5) and Glenfield Middle School (Grade 8). Students will receive instruction 84 minutes a week in Grades K-5 and 40 minutes daily in Grades 6-8. The grant will assist in the expansion of the program and the creation of a model content-based learning program.

The NJ Chinese STEM Project is a content-based program that will expand the study of Chinese into the high school level and create an articulated program of study K – 12 over the course of the five-year grant. Beginning in third grade, students will combine their knowledge of Chinese with their knowledge of science and mathematics. Teachers will coordinate with the Rutgers School of Education to learn how to develop theme-based units that center around science, technology, engineering, and mathematics. Over the course of five years, content-based curriculum units will be developed for grades 3 – 12.

The first year of the grant will be spent organizing and planning for the curriculum units for teachers. Extensive professional development will take place. Years 2-5 will involve pilot

testing the content-based units and creating additional units. As the program is expanded into Montclair High School, teachers will have the expertise provided by Lucy Lee, a nationally recognized expert on the teaching of Chinese. Ms. Lee will create an interschool network among teachers and students so that there will be a support system in place both pedagogically and socially for students and teachers. This support system will also reach into the study of Chinese at the college level. As Rutgers expands its own program for the Teaching of Chinese as a Foreign Language under the guidance of Dr. Mary Curran, it will also begin to add courses for the continued study of Chinese, in particular courses for non-native speakers.

The instructional units and resources that will be developed by the partners of the project, coupled with on-going professional development and support, will enhance students' acquisition of Chinese language and culture while teaching them content material. All resources will be tested and piloted in classrooms for authenticity and effectiveness and eventually will be shared with schools across New Jersey, nationally, and internationally, via the Round Table, conferences, and through interactive technology.

**Contact Information—Dr. Janice Dowd**, Project Coordinator; 56 Boulevard, New Milford, NJ 07646; 201-265-5256; [drjdowd@aol.com](mailto:drjdowd@aol.com)

**Grantee: Pascack Valley Regional High School District - World Languages Department**

**Title of Program: Chinese Language and Society Program (CLASP)**

**Type of Program:** FLES Content-Based

**Critical Language(s):** Chinese

**School(s):** Nine schools in the related K-12 articulated districts: Roberge Elementary, Woodside Elementary, Memorial Elementary; Holdrum Middle, Woodcliff Lake Middle, Fieldstone Middle, George G. White Middle; Pascack Valley High School, Pascack Hills High School

**Grade level(s):** K-8 (plus articulating high schools)

**Institution of Higher Education Partner(s):** The Ohio State University National East Asian Languages Resource Center

**Other Partners:** Trillium Learning - The Global Language and Culture Project

### **Project Description**

- **Describe how the project is establishing, improving, or expanding foreign language study**

This project will expand the existing Mandarin program into four additional regional schools through a distance learning modality by using a proven model from 2006 FLAP grant, providing a full K-12 Mandarin language articulation.

- **Minutes of instruction per day and week**  
K-5: 150 mins/wk; 6-8: 200 mins/wk
- **Program model, approaches, curriculum, assessments, and features**  
FLES K-8 distance learning model with a teacher teaching simultaneously to multiple locations; Curriculum from Ohio State University National East Asian Languages Resource Center.
- **Program goals and objectives**  
To create an articulated K-12 FLES program into new consortium schools; expand foreign language study in critical languages for students served by FLAP.  
To set and achieve realistic yet ambitious project objectives in Mandarin proficiency; improve the foreign language proficiency of students served by FLAP.

- **Expected outcomes--student achievement**  
Students served by FLAP will receive instruction in Mandarin beginning year 2 of the grant and that amount will grow to at least four times additional students by year 5.
- **Describe how the project is collaborating with its IHE partner(s)**  
IHE partner collaboration – CLASP project representatives have met with IHE partner (OSU) at their Columbus offices and strategized the professional development and support schedule for the integration of their K-8 Mandarin curriculum for the upcoming semesters.

**Contact Information--Cindy Wang**, Project Director, Pascack Valley RHSD FLAP Grant: Chinese Language & Society Program, 108 Lakeview Court, Pompton Lakes, NJ, USA 07442, Mobile (973) 356-2636; Office (973) 907-2332, Email: [cindy@trilliumlearning.com](mailto:cindy@trilliumlearning.com)

## NEW YORK

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**Grantee: New Rochelle City Schools**

**Title of Program: New Rochelle Mandarin Chinese Language Program**

**Type of Program:** FLES, Content-Based Instruction in middle and high school classes

**Critical Languages:** Mandarin Chinese

**Schools:** Ward Elementary, Davis Elementary, Daniel Webster Magnet School, Albert Leonard Middle School, New Rochelle High School

**Grade Levels:** K–12

**Institution of Higher Education Partner(s):**

**Other Partners:**

### Project Description

New Rochelle City Schools will expand its Foreign Language Program with the development and implementation of a new comprehensive Mandarin Chinese language program that will meet the requirements of the New York State and National Foreign Language Standards (NFLS). The overarching goal of the program is to provide elementary, middle and high school students with strong communication skills in Mandarin Chinese and an understanding of the Chinese culture so that they can become bilingual and respectful members of the world community. The project has four key components with corresponding goals and objectives: 1) Curriculum and Assessment development and adaptation 2) Academic Achievement; 3) Professional Development; and 4) Parent and community inclusion. This program will expand our International foreign language study to Mandarin, a critical foreign language and will focus on speaking, reading and writing Mandarin Chinese at the New York State and National Standards proficiency levels and identifying the shared ideals and diversity of the United States and China.

In Year I of the project, the district will establish a Design Team of teachers, administrators, community representatives and consultants from Hunter College and other organizations to develop, adopt and adapt curriculum, assessments, materials and technology. In addition, the first ninth grade Mandarin classes will be implemented with an estimated 50 students. The New Rochelle Mandarin Chinese comprehensive K-12 foreign language instructional program will be taught in a sequential format in grades kindergarten-12 at three of the district's elementary schools (including a magnet school), a middle school and the district's high school. In Year II the project will begin instruction in grade 4 for 45 minutes three times a week in two elementary schools and at kindergarten in the district's Magnet school, and will expand to the elementary schools' feeder middle and high school where classes will meet 5

days a week for 45 minutes at the middle school and 47 minutes at the high school. The project will consist of a K-12 program with a fully articulated four-year course of study of Mandarin, including Mandarin I, II, III, and AP Mandarin at the high school level.

The district will employ a FLES model at the elementary level and will integrate content-based instruction in areas of social studies, science, language arts and career education into the foreign language curriculum at the middle and high school. The Design team will explore curriculum already developed through FLAP grants, through ACTFL and CAL as well as The College Board and will adopt and adapt appropriate assessments already developed through the College Board. There are six project goals that relate to the grant's priorities. The project goals and objectives are:

**Goal 1: To promote the sequential study of Mandarin Chinese beginning at grade 4 in two elementary schools and kindergarten in a third elementary school and progressing sequentially through middle and high school to an Advanced Placement course at the high school through an articulated curriculum, and assessments.**

**Objective 1.1 –1.3** A Design Planning Team of teachers and administrators will develop a well-articulated, standards-based Mandarin curriculum, assessments, materials and technology based on New York State Standards and National Standards.

**Goal 2) To establish, improve and expand foreign language learning, during the school day, in grades Kindergarten through grade 12, through a Mandarin Chinese language program**

**Objective 2.1** There will be an increase in foreign language enrollment and time spent in foreign language for each year of the Mandarin program.

**Objective 2.2- 2.4** By Year III of the grant 675 students will be taking Mandarin language at all level and the expected achievement of students at each level will be based on New York State Checkpoints.

**Goal 3) To provide intensive professional development both during the school day and including intensive summer foreign language programs for professional development;**

**Objective 3.1:** Hunter College will provide all Mandarin Chinese teachers with 20 hours of professional development in and will provide a summer training institute.

**Objective 3.2:** Three full days of professional development will be provided for foreign language teachers covering topics of Technology in the Foreign Language class, authentic assessments and differentiated instruction.

**Goal 4) To link non-native English speakers in the community with students, to promote two-way language learning;**

**Objective 4.1:** By Year II through support of the Westchester Organization of Chinese American (OCA), parents and business persons in the community, middle school and high school students will be exposed to authentic Mandarin speakers on a one-to-one basis at least 3 hours per month.

**Goal 5) To make effective use of technology and multimedia, to include computer-assisted instruction, language laboratories, use of films and TV and distance learning, to promote the study of Mandarin Chinese.**

**Objectives 5.1-5.2** relate to the establishment of multimedia foreign language labs at the middle and high school, the number of hours that students will use the labs and exchange through video conferencing with students from the Shanghai sister school.

**Goal 6) To promote innovative activities linking the high school content and the school's career academies and business affiliations with the language acquisition.**

**Objective 6.1-6.2** relate to core area content being taught in Mandarin classes and student internships in business and organizations with ties to China.

**Outcomes:** The district will have a comprehensive and cohesive K-12 Mandarin curriculum and assessments that will be shared with districts throughout the United States. Teachers will show evidence of effective professional development. By the end of Year III of the project 675

students will be in Mandarin classes and 70% of those students will meet NYS standards and checkpoints and New Rochelle students will communicate regularly with students in China.

**Contact Information:** Mr. Juan Mendez, Foreign Language Chairperson,  
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## OHIO

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**Grantee:** Cincinnati Public Schools

**Type of Program:** Critical-languages Superior Proficiency by Ensuring Admission to K-16 (C SPEAK) Pathways

**Type of Program--FLES**

**Critical Language(s)** Arabic, Chinese, Japanese, and Russian

**School(s):** Academy of World Languages and Withrow International High School.

**Grade level(s):** K-12

**Institution of Higher Education Partner(s):** University of Cincinnati; Cincinnati State Technical and Community College

**Other Partners--** Miami University; Ohio Department of Education

### Project Description:

Students in grades K-2 will receive approximately 30 minutes of in-class FLES instruction or 140 minutes per week. In 3-8, students will receive approximately 20 minutes per day or 110 minutes per week. At the secondary level, students will have approximately 40 minutes of critical language instruction or 200 minutes per week. Students would be given assignments to extend their contact and learning of the targeted critical language with the goal of obtaining more than 2400 total hours from grade K through 12th.

Goals and Objectives will be as follows:

GOAL 1: Increase the total number of students enrolled in target language courses at the K-12 level by ensuring a K-16 pathway

\* Objectives include maintaining or increasing the number of students enrolled in the existing Arabic, Chinese, Japanese, and Russian courses in grades K-8 each year; increasing number of students by 10% in grades 9-12 each year and increasing the number of students enrolled in Advanced Placemen (AP) Courses and/or College-level Courses in the target languages by 10% or more each year.

\* Outcomes and activities for these objectives will include a recruitment marketing plan will be developed in collaboration with key stakeholders representing parents, students, and faculty from the Local Education Agencies (LEA's) and Institutions of Higher Education (IHE's) as well as community partners that describe critical language programs of study and incentives for pursuing superior language skills.

GOAL 2: Increase the number of students who attain high levels of proficiency in critical languages by 8th grade in preparation for advanced proficiency courses in high school.

\* Objectives include of the enrolled in the fall of 2010, 75% or more students will demonstrate novice high proficiency skills in Arabic, Chinese, Japanese, or Russian upon completion of grade 4 in the Spring of 2015 as measured by project-created and available performance-based assessments, such as NOELLA, 75% of students will demonstrate intermediate mid proficiency upon completion of grade 8 as measured by project-created and available performance-based assessments, such as STAMP.

\* Outcomes and activities for these objectives will include standards-based identified overarching grade-level essential questions, themes, and sub themes ensuring vertical alignment with IHE expectations

**GOAL 3:** Teachers will increase students' engagement and interaction with the targeted critical languages through the use of technology (Competitive Priority #3).

\* Objectives include teachers' use of technology in grades K-8 will result in higher student engagement in the targeted language as evidenced by project-developed observation protocols; Teachers will provide differentiated instruction using technology in a variety of ways to meet the needs of students with differing proficiency levels as evidenced by project-developed observation protocols; and teachers will provide students more opportunities to interact with the critical language via technologically-based assignments as evidenced by student work samples.

\* Outcomes and activities for these objectives will include age-appropriate and differentiated assignments for which students increase their contact time with the target language through web-based activities outside class time, such as Pod casts, multimedia activities, and communication with others in sister cities and schools using voice or electronic chat will be integrated and implemented.

**Goal 4:** Increase the effectiveness of K-12 teachers/faculty through focused professional development that is tailored to the identified needs of participants.

\* Objectives include teachers in grades K-12 will demonstrate increased use of highly effective instructional strategies as evidenced by project-developed observation protocols.

\* Outcomes and activities for these objectives will include, based upon the data analysis, modules and courses are developed and delivered via a combination of face-to-face and technology at the LEA or at Miami. An intensive, week-long summer professional development session will be planned and delivered (Competitive Priority #1). Individualized, job-embedded mentoring/coaching will be planned and provided by on-site Project Specialist in Years 2-5.

**Contact Information:** Marie Kobayashi, ESL/Foreign Language Manager, Cincinnati Public Schools, (513) 363-7807, email: [kobayam@cps-k12.org](mailto:kobayam@cps-k12.org)

**Grantee: Gahanna-Jefferson School District**

**Title of Program: Gahanna-Jefferson Chinese BRIDGE (Building Responsible Individuals for a Diverse Global Economy)**

**Type of Program:** multiple levels – K-5 elementary introductory program listening/speaking extending to reading/writing at middle school grades 6-7; advanced learning with grade 8-12 for Chinese instruction levels I-IV and AP (advanced level) classes; connecting with college classes for a K-16 program

**Critical Language:** Mandarin Chinese

**School(s):** Blacklick Elementary K-5; Chapelfield Elementary K-5; High Point Elementary K-5; Jefferson Elementary K-5; Lincoln Elementary K-5; Middle School East, West and South 6-8; Lincoln High School 9-12

**Grade level(s):** K-12\* (see specific buildings listed above); Connect w/ OSU B.Ed. program

**Institution of Higher Education Partner:** The Ohio State University

**Other Partners:** Ohio Department of Education; Columbus Chinese Heritage Schools; Ohio Association of Chinese Teachers; Gahanna Senior Center and Gahanna Business Roundtable

**Project Description**

- The GJC BRIDGE project is expanding Chinese language study to our five elementary and three middle schools through the addition off stage 3 curriculum, four more teachers, distance learning, and adding Chinese level IV at Lincoln High School
- Minutes of instruction: K-5 elementary and 6<sup>th</sup> grade middle school - 120 minutes (two or three sessions per week), and 8-12 at middle and high school approximately five- 48 minute sessions (for 240 minutes) or 4 hours per week

- Focus at elementary is listening/speaking, then adding reading/writing at Stage 3 and at grades 8-12; performance dialog and authentic experiences and interactions are integral to curriculum; assessments are on-going and involve audio and videotaped dialogues; additional unique features include: web portals for parents to see resources and help at home using Flash/video examples with Chinese and English translations; at elementary Avatars students create, tape voice and share between classes/buildings to expand Chinese language experience
- Goals:
  - 1. Gahanna-Jefferson School District students will increase their communication skills in Mandarin Chinese to a level of superior proficiency.
  - 2: The existing Mandarin Chinese instructional program in the Gahanna-Jefferson Schools will be expanded to serve students in grades K-12.
  - 3. A partnership with The Ohio State University will be formalized to create a K-16 continuum of Mandarin Chinese instruction for students in the Gahanna-Jefferson Schools.
  - 4. Meaningful and appropriate professional development will be provided for teachers and administrators to offer the best possible research-based instruction in the Chinese language classrooms.
  - 5. Utilizing technology and visitation opportunities, active partnerships will be built with other Chinese classes in the United States and with schools in China.
- Expected outcomes: advanced level of Chinese language proficiency; development of curriculum, materials, and assessments for additional stages and levels through AP at high school; expansion of program at buildings, grade levels and increase the number of students K-12 participating; enrich the professional development for all eight of our Chinese teachers
- Partnership with OSU Chinese Flagship provides curriculum/assessment support, teacher recruitment and professional development options and access to statewide network

**Contact Information:** **Rae White** and **Hank Langhals**, International Language Curriculum Coordinators, Gahanna-Jefferson School District, 160 South Hamilton Road, Gahanna, OH 43230, 614-471-7065 FAX 614-478-5568, **Christopher Farrar**, Ph.D., Director, Chinese K-12 Program, Chinese Language Flagship Program, The Ohio State University, (614) 292-0460, [farrar.44@osu.edu](mailto:farrar.44@osu.edu)

## OKLAHOMA

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**Grantee: Jenks Public Schools**

**Title of Program: Jenks Public Schools, The K-16 Chinese Initiative**

**Type of Program:** Partial Immersion

**Critical Language:** Mandarin Chinese

**Schools:** Immersion Program to serve K-4 at Southeast Elementary during grant term, K-16 to serve SE Elementary, East Intermediate, Jenks Middle School, Freshman Academy, Jenks High School and the University of Oklahoma in post-grant years.

**Grade levels:** Immersion Program - K-4; Articulation Project - K-16

**Institution of Higher Education Partner:** University of Oklahoma

**Project Description:**

The K-16 Initiative establishes a Mandarin Chinese partial immersion program at Southeast Elementary (K-4). Initiative also develops detailed and high quality curriculum guide, articulation plan, and assessment schedule for students entering partial-immersion program at Southeast and progressing through Project schools.

- 150 minutes of instruction/day; 750 minutes of instruction/week
- Immersion Program based on 50/50 Foreign Language Immersion model. Math and Science curriculum delivered in Mandarin with *Every Day Math and Science* and *Technology for Children* used as primary tools. Assessments being developed based on Linguafolio model.

Objective #1 – Expand Chinese language study for students served by FLAP: establish partial immersion program at Southeast Elementary (K-4); with OU, articulate K-16 program.

Objective #2 – Improve Chinese language proficiency for students served by FLAP: with OU, articulate K-16 curriculum targeting ACTFL advanced level proficiency by grade 12, superior by grade 16; establish highly effective Chinese Partial Immersion Program at SE Elementary (K-4); with OU, staff immersion program with highly qualified, resident, native Chinese teachers and non-immersion teachers trained to support immersion instruction; develop in-school and out-of-school language experiences with native speakers.

Objective #3 – Improve and expand Chinese language teachers' capacities: with OU, recruit, develop and retain resident, native Chinese Immersion Teachers; with OU and other experts, create and execute professional development plan supporting K-16 Articulation Plan for grant years and beyond.

- Expected outcomes:
  - 1) Establish first Chinese immersion school in Jenks Public Schools, Tulsa County and state of Oklahoma, Program to begin with K and 1 with 26 students each, and one grade added each subsequent year. Program will retain and matriculate 80% of students each year.
  - 2) Develop detailed and high quality curriculum guide, articulation plan, assessment schedule and program selection for students entering partial-immersion program at Southeast Elementary and progressing through Project schools through grade 16, targeting ACTFL's language proficiency levels as listed below:

|             |                   |           |
|-------------|-------------------|-----------|
| By grade 3  | Novice High       | 2011-2012 |
| By grade 6  | Intermediate Low  | 2014-2015 |
| By grade 8  | Intermediate High | 2016-2017 |
| By grade 12 | Advanced Mid      | 2018-2020 |
| By grade 16 | Superior          | 2024-2025 |

- 3) Institute successful resident (non-visiting), native Chinese teacher recruitment, training and retention program, which includes mentoring by experienced Chinese language teacher from Jenks High School and day-to-day mentoring by non-immersion teachers at appropriate grade level.
- 4) Expand community-level native speaker learning opportunities to include 2 new opportunities for students per semester.

- 5) Develop long-term plan and implementation of intensive summer and school-year training for Project Faculty, including CARLA's summer institutes and workshops delivered by visiting immersion experts.
- (6) Provide training in effective use of technology from CARLA technology experts.
- Partnership with University of Oklahoma:
  - 1) Members of OU Chinese faculty participate in designing K-16 curriculum. 2) Representative from OU Confucius Institute present at planning meetings. 3) East Asia Studies classes offered to immersion program staff. 4) Mandarin Chinese language classes offered to parents of immersion program students, as well as Sino-Trojan Academy students (5-6).
  - 4) Star-Talk Summer Camp for Jenks students supported by OU Star-Talk grant. 5) Project Director included in OU's OITEA (Oklahoma Institute for Teaching East Asia).
  - 6) Help in recruiting resident, native Chinese teachers.

**Contact Information: Cheryl McCord**, Project Director/K-16 Chinese Initiative, Jenks Public Schools, 205 East "B" Street, Jenks, OK 74037, (918) 299-4415 Ext. 5707, [cheryl.mccord@jenksps.org](mailto:cheryl.mccord@jenksps.org)

## OREGON

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**Grantee: Portland Public Schools (PPS), District No. 1J, Multnomah County**

**Title of Program: Portland Roadmap to Superior Proficiency: Making Secondary Immersion Work**

**Type of Program:** Dual Language Immersion (Foreign Language/One-Way)

**Critical Language(s):** Japanese

**School(s):** Grant High School, Mt. Tabor Middle School, Richmond Elementary School

**Grade level(s):** Grades 8-12

**Institution of Higher Education Partner(s):** University of Oregon and Portland State University

**Other Partners:** Oya No Kai (nonprofit parent advisory group), Portland-Sapporo Sister City Association, Japan-America Society of Oregon, Portland Japanese Garden, Japanese Consulate of Portland, Nikkei Legacy Center, other businesses, government agencies, and community groups

### Project Description

PPS is committed to establishing a rigorous, standards-based, coherent, and clearly articulated PK-12 Japanese immersion program. The district's Japanese Magnet Program (JMP) at Richmond ES currently enrolls 620 students PK-5. The JMP articulates to Mt. Tabor MS where 120 students are enrolled in a "house" structure featuring a 110-minute block of integrated Japanese language arts and social studies; an eighth-grade "capstone" project includes a two-week research residency in Japan. The proficiency-based Japanese Immersion Studies Program at Grant HS now enrolls 95 students, who attend one 45-minute-per-day class each year plus participating in online learning modules and 6 week in-country summer institute.

### Goals:

1. To increase the number of students in the PPS Japanese immersion program who achieve an Advanced level of Japanese language/culture proficiency by the end of

twelfth grade and are on track to achieve a Superior level of proficiency by college/university graduation.

2. To increase student enrollment and retention in the Japanese immersion program at the critical transition points between middle and high school, and increase enrollment and success in rigorous coursework.
3. To increase the ability of Japanese immersion students in grades 8-12 to use emerging technologies (e.g., blogs, photo/video sharing, online conferencing, digital storytelling) to extend Japanese language/culture learning beyond the classroom and demonstrate their knowledge and skills in authentic contexts.
4. To increase Japanese immersion program teachers' knowledge, skills, and ability to engage and motivate students through student-centered, community/project-based, and real-world focused curricula.
5. To establish partnerships with institutions of higher education, parents, business, and community-based organizations to support PK-16 Japanese language studies toward the goal of Superior proficiency levels.

**Approach:** The Portland Roadmap will integrate academic content, experiential learning, and explicit instruction in Japanese in grades 8-12 to build a model of student-centered, inquiry-based, and “real world” learning that engages students’ interest, increases their proficiency levels, and helps them develop essential skills required for higher education, and future careers. The project will create new content courses that will increase the amount of time students spend studying the language/culture including a grade 12 capstone course requiring students to apply their language/culture skills through research and community-based learning and presentations of findings/products. Students will be able to earn Advanced Placement and dual high school/college credit through the expanded course offerings. Graduating students will be able to earn both a Certificate of Advanced Language Proficiency in Japanese and a Certificate of Capstone. Annual 30-hour summer institutes will improve PK-12 articulation by addressing teachers’ professional development needs and fostering professional learning communities. Annual two-week summer language institutes will help students between grades 7-8 and 8-9 improve their proficiency levels. High school students will have the opportunity to attend a six-week summer research residency in Sapporo, Japan. A menu of community-based learning opportunities will be developed in partnership with parents, businesses, and other community groups. Student progress will be assessed regularly through curriculum-embedded performance tasks, the STAMP, Linguafolio, and OPI.

The Center for Applied Second Language Studies (CASLS) at the University of Oregon will play a major role in supporting innovative student assessment and online data collection strategies, as well as professional development, PK-16 alignment, and dissemination activities. Portland State University will provide access to student tutors/mentors, expertise in community-based learning across the curriculum, extensive linkages to cultural resources locally and overseas, and dual credit opportunities.

**Contact Information:** Project Director: **Marcia Arganbright**, Director of Curriculum and Instruction, Portland Public Schools at Rice Elementary 6433 NE Tillamook, Portland OR 97213, 503-916-5404 ext. 1021, [marganbr@pps.k12.or.us](mailto:marganbr@pps.k12.or.us)

**Grantee: Portland Public Schools (PPS), District No. 1J, Multnomah County**

**Title of Program: Pathways to Proficiency in Russian Language and Culture**

**Type of Program:** Two-way immersion at elementary level; immersion plus a foreign language strand at middle school level; “blended” online learning program to support high school immersion, foreign language, and heritage language pathways to Advanced

**Critical Language(s):** Russian

**School(s):** Kelly Elementary School, one additional elementary school, one middle school, and one or more high schools, to be determined through district-community planning.

**Grade level(s):** Grades K-12

**Institution of Higher Education Partner(s):** Portland State University Department of Foreign Languages & Literatures and Russian Flagship Partner Program; Center for Applied Second Language Studies (CASLS), U of Oregon

**Other Partners:** Local Education Agencies: Anchorage Public School District, Anchorage, Alaska; San Francisco Unified School District, San Francisco, California; Woodburn Public School District, Woodburn. Community-Based Organizations: Portland-Khabarovsk Sister City Association.

### **Project Description**

This project is designed to strengthen the K-12 educational pathways needed to prepare more students to reach an ACTFL level of Advanced Russian language proficiency by the end of grade 12 and to go on to achieve a level of Superior through post-secondary studies. This will be accomplished by expanding the existing two-way Russian immersion program (now serving grades K-3) to include an additional elementary school in year two (both programs will grow with their student enrollments to add a grade each year); developing a grades 6-8 Russian immersion and a foreign language strand that will be implemented in year four; and developing and piloting a blended, asynchronous, and proficiency-based online Russian language/culture option in years 4-5 that will support students studying Russian as a foreign language, as a heritage language, or eventually as part of an articulated immersion program. The project will capitalize on strong existing partnerships with two Oregon institutions of higher education (IHE): Portland State University (PSU) and its Russian Flagship Partner Program (designed to produce Superior speakers of Russian with majors in any academic discipline), and the Center for Applied Second Language Studies (CASLS) at the University of Oregon. CASLS is a partner with PSU's Russian Flagship and with PPS in the nation's first K-16 Chinese Flagship model.

**Minutes of instruction per day and week:** PPS will provide 211 minutes a day (1,105 per week) of instruction in Russian at grades K-1, and 189 minutes a day (945 per week) at grade 2. At grades K-1 a 70/30 Russian/English immersion model is used, while the model is 60/40 at second grade. In grades 3-5, the model will move to a 50/50 Russian/English two-way immersion model, in which 157 minutes per day of instruction in each language is provided. A 90-minute Russian immersion block combining language arts and social studies will be implemented at grade six in year four, plus a 45-minute Russian foreign language class. The blended online Russian language/culture high school course modules implemented in year five will demonstrate a proficiency-based approach.

**Program model/features:** PSU and PPS will collaborate to develop a seamless, sequential, fully articulated, and functions-based K-12 Russian Language and Culture Immersion Curriculum Framework that aligns with post-secondary opportunities targeted toward a Superior level of proficiency, as measured by the ACTFL scale. CASLS and PPS will collaborate to improve assessment and accountability for grades 3-6 by piloting a Russian version of the National Online Early Language Learning Assessment (NOELLA). Other K-12 partners locally and nationally will be invited to join this work, and to attend annual summer institutes focused on creating thematic units and lesson plans and a four-day ACTFL Oral Proficiency Interview (OPI) training in years one and four. Sample units will be tested, reviewed, and refined using a classroom action research process. Other assessments will include the Russian Student Oral Proficiency Assessment (SOPA), Early Language Listening and Oral Proficiency Assessment (ELLOPA), Russian Second Language Inventory Protocol (SLIP), and LinguaFolio.

**Program goals:** (1) Increase the number of PPS students participating in a coherent and well-articulated Russian language/culture program combining opportunities for (a) two-way Russian language and culture immersion experiences starting at kindergarten and continuing through grade 12; (b) a foreign language content-enriched strand for grades 6-8; and (c) proficiency-based online high school Russian language/culture modules appropriate as part of blended foreign language, heritage, and immersion courses; (2) Increase the number of PPS students who are “on track” toward achieving an ACTFL Intermediate High level by eighth grade among immersion participants and a Novice High level by eighth grade among foreign language participants, and an ACTFL Advanced level by grade 12; and (3) Increase the capacity to sustain and disseminate a high-quality, standards-based, and fully articulated K-12 Russian Language and Culture Program that aligns with post-secondary programs and is targeted toward Advanced and Superior proficiency levels. **Expected outcomes** will include improved levels of proficiency as measured by valid and reliable annual assessments; a K-12 curriculum framework and set of tested lesson plans and thematic curriculum units appropriate for national dissemination; a set of tested online learning modules to support proficiency-based and asynchronous learning.

**Contact Information:** Project Director: **Marcia Arganbright**, Director of Curriculum and Instruction, Portland Public Schools at Rice Elementary 6433 NE Tillamook, Portland OR 97213, 503-916-5404 ext. 1021, [marganbr@pps.k12.or.us](mailto:marganbr@pps.k12.or.us)

## SOUTH CAROLINA

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**Grantee:** Beaufort County School District

**Title of Program:** Critical Language Initiative in Mandarin Beaufort (CLIMB)

**Type of Program:** Dual Immersion

**Critical Language(s):** Mandarin Chinese

**School(s):** Hilton Head International Baccalaureate and Broad River Elementary

**Grade level(s):** K/1 and expanding in subsequent years

**Institution of Higher Education Partner(s):** University of South Carolina, Confucius Institute

**Other Partners:** College of Charleston

### Project Description

Project CLIMB is currently in its first year of program planning and partial implementation. CLIMB is establishing a foreign language program in Mandarin Chinese for the first time within the Beaufort County School District. The CLIMB project commenced at the District's two International Baccalaureate (IB) elementary schools including, Hilton Head Island International Baccalaureate Elementary and Broad River Elementary both of which feed into International Baccalaureate Middle and High schools where project CLIMB will eventually expand.

The primary focus of CLIMB is to plan and implement a sustainable, coherent continuum of study that will produce students who are bilingual, bi-literate and bicultural in Mandarin Chinese and English. Students will develop a high level of proficiency in reading, writing, speaking and listening in both the English and Chinese languages. In addition, CLIMB will foster a sense of global citizenship among participating students as they develop an understanding and appreciation of other cultures and develop cross cultural communication and social interaction skills

The primary area of focus during the first two years of implementation is on the sequential planning and alignment of content knowledge, cultural experiences for each grade level. As planned, the continuum begins in K/1 with a majority immersion program through grade 2, followed by dual immersion in grades 3- 8 and advanced Mandarin language instruction in grades 9-12 including AP Chinese Language and Culture. The University of South Carolina, Confucius Institute and the College of Charleston will assist in the delivery of professional development, program evaluation and curriculum alignment

Rather than having three teachers to begin the school year as originally planned, the program began with one teacher and we are currently in the final stages of obtaining two additional teachers who are expected to arrive within the next 30 days.

As planned, the first two years (K/1 & 2) are immersion years where the majority of instructional content is delivered in Chinese with the exception of English/Language Arts, related arts and lunch. The remaining three years of elementary school are dual language where 50% of the day is in English (Social Studies and English Language Arts) and the remaining 50% is in Chinese (Math and Science). The elementary component through grade five will include 20 additional extended learning days for a total of 200 instructional days. The later part will be focused on both a cross-cultural and social focus and extended time to reinforce English skills to ensure mastery of grade level academic standards. This extended learning time is modeled on best practices in Asian education including extended school days.

**Contact Information:** Project Director: **Sean Alford**, Ph.D., Title: Chief Instructional Officer, Beaufort County School District, Address 2900 Mink Point Blvd. Beaufort, SC 29901  
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## TENNESEE

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**Grantee: Memphis City Schools**

**Title of Program: MCS Global Villages**

**Type of Program:** K-12 continuums (Including daily FLES instruction and secondary instruction)

**Critical Language(s):** Arabic, Chinese (Mandarin), Japanese, Russian

**School(s):** Each year begins a new program or piece of the program

Arabic: Whitehaven High (Fall 2009), Havenview Middle (Fall 2011), Whitehaven Elementary (Fall 2011)

Chinese (Mandarin): Ridgeway High (Fall 2010), Ridgeway Middle (Fall 2010), Oak Forest Elementary (Fall 2010)

Japanese: White Station High, White Station Middle (Fall 2009), Richland Elementary (Fall 2009)

Russian: Central High (Fall 2010), Bellevue Middle (Fall 2011), Peabody Elementary (Fall 2008)

**Grade level(s):** K-12

**Institution of Higher Education Partner(s):** Confucius Institute, University of Memphis, Rhodes College, Russian department, University of Mississippi, Department of Chinese and Arabic

**Other Partners:** NA

## Project Description

- This project is designed to both expand successful LCTL programs backward through the continuum as well as to introduce new LCTL programs K-12.
- Elementary programs (grades K-5) receive 30 minutes daily instruction, middle school students (grades 6-8) receive 55 minutes of daily instruction, and high school students (grades 9-12) receive 45 – 55 minutes of daily instruction depending on the instructional program.
- Program model: FLES in elementary that will articulate through secondary grades of 6-12. Currently the middle school program is an exploratory program with 8th grade students in having an opportunity to take a level one course for credit. High school programs are sequential programs offering levels 1-3 currently.
- Curriculum: all curriculum (K-12) are formatted in thematic units that are built independent from textbooks. These units are revised on an ongoing basis and new units are created annually.
- Assessments: are embedded in the thematic units and are performance in nature. Currently MCS houses a bank of nearly 100 novice level performance-based assessments (PBAs) designed to support the middle school exploratory and level one curriculums. A bank supporting level 2 is currently under development with future plans for intermediate level PBAs.
- Features: A major feature of the program is teacher effectiveness. Through a focus on job-embedded professional development, MCS has developed several documents that focus teacher development on best practices as outlined in the “Starting With the End in Mind” document. Through an umbrella document project leadership has developed a document entitled Characteristics of Effective World Language teachers. This document provides the foundation and a clear view of best practices in World Language classrooms. While this is an extensive document, MCS has identified several non-negotiables in order to focus the teacher’s efforts. From this document, full class observation forms, walkthrough forms, and versions for building administrators have been created.
- Program goals and objectives: Goal 1: To improve student proficiency in Russian, Japanese, Arabic, and Chinese; Goal 2: To provide quality instruction in Russian, Japanese, Arabic, and Chinese.
- Expected outcomes: Students have the opportunity to graduate with advanced proficiency from an articulated K-12 program; Curriculum will be articulated annually K-12 as programs grow; Materials will be designed to support each curricular unit; a coherent plan for comprehensive professional development will be designed and implemented; see project director for additional information.
- The project is collaborating with its IHE partner(s) through curriculum development, materials identification and development, seeking additional grants and programs to support teacher language development, special programs as pertinent.

**Contact Information:** Alyssa Villarreal, 2485 Union Ave., Memphis, TN 38112, 901-416-2922, [villarreal@mcsk12.net](mailto:villarreal@mcsk12.net)

## TEXAS

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**Grantee:** Mansfield Independent School District

**Title of Program:** Project 21CL2 (21st Century Languages for 21st Century Learners)

**Type of Program:** Content-based FLES and Sequential

**Critical Language(s):** Arabic

**School(s):** Daulton Elementary School, Mary Lillard Intermediate School, Danny Jones Middle School, Mansfield High School

**Grade level(s):** K-16

**Institution of Higher Education Partner(s):** William Penn University, Flagship Program at University of Texas

**Other Partners:** None

**Project Description:**

Project 21CL2 addresses the Absolute Priority: to establish, improve or expand foreign language learning, primarily during the traditional school day, within grade K-12, that exclusively teaches Arabic. Competitive Priority (1) Providing intensive summer foreign language programs for professional development is addressed through the implementation of Project 21CL2. The purpose of this proposal is to establish a model K-16 Arabic language program which: (a) develops K-6 Arabic Curriculum Maps aligned to National and State standards to provide 100 minutes of standardized Arabic direct instruction to approximately 1100 K-6 students in the content area of social studies, (b) provides 210 minutes of weekly sequential Arabic instruction to 170 middle school students; and 225 minutes of weekly Leveled Arabic (I, II, III, IV, AP) instruction to 120 MHS students ANNUALLY to promote superior levels of language proficiency (c) increases the number of certified foreign language teachers and native Arabic speaking staff through the hiring of 3 new Arabic instructors/native language associates (d) improves the quality of teaching for the 340 teachers/certified staff employed by MISD through an intensive professional development program related to foreign language/culture instruction, (e), promotes cross-cultural communication and two way language learning through the parent/community partnership meetings/activities (f) develops Arabic Curriculum Maps aligned to National and State standards to allow infusion of standardized Arabic instruction through the content area of social studies at the elementary level and offered as leveled language courses at the middle and high school levels (g) builds multiple partnerships with local, national, and international organizations with expertise in Arabic critical language and culture (h) builds partnerships with University of Texas and William Penn University to provide advanced Arabic language courses, synchronous distance education professional development, and recruitment of MISD students into degree programs in higher education that includes Arabic courses to maximize advanced native-like language proficiency. Project 21CL2 will result in more elementary, middle, and high school teachers and administrators who possess the appropriate instructional and assessment skills and the cross-cultural understandings to make a significant impact on the lives and the academic achievement of the students in their district's classrooms. The overarching goal is that schools in the nation can replicate Project 21CL2 and that MISD students are better prepared to celebrate and engage in an increasingly multicultural society.

**Contact Information:**

Project Director, **Bob Morrison**, Superintendent, Mansfield, Texas, 817-299-6318  
[bobmorrison@misdmail.org](mailto:bobmorrison@misdmail.org)

## WASHINGTON

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**Grantee: Seattle Public Schools**

**Title of Program: K-12 Chinese Language Expansion**

**Type of Program:** Immersion

**Critical Language:** Chinese

**Schools:** Denny International Middle School, Mercer Middle School, Chief Sealth International High School, Franklin High School

**Grade level(s):** 6-12

**Institution of Higher Education Partner(s):** University of Washington (UW), University of Oregon (UO), Pacific Lutheran University (PLU)

**Other Partners**—Chong Wa Benevolent Association, Chinese Language Teachers' Association; Office of the Superintendent of Public Instruction, Confucius Institute of the State of Washington

### **Project Description**

- Describe how the project is establishing, improving, or expanding foreign language study: This project expands Chinese study from elementary school (K-5) through middle school (6-8) and high school (9-12) in order to create a K-12 Chinese language pipeline.
- Minutes of instruction per day and week: Secondary schools have 55 minute periods; each school in Year 1 offers 2 periods per day (one period for heritage, one for non heritage learners); resulting in 275 minutes per week of Chinese instruction per student.
- Program model, approaches, curriculum, assessments, and features: We are using immersion as much as practicable, developing a K-12 Chinese curriculum, arranging for LinguaFolio, STAMP, NOELLA and Computer Assessment of Proficiency (CAP). CAP measures Chinese proficiency at higher levels than STAMP. Our district has hired one teacher who received her teaching certificate through the district's Startalk Critical Language Teacher Program. Two others in the program have been hired as instructional aides to support Chinese learning. Under this project, we are in the process of hiring two Chinese teachers for the project schools. As levels are added, funding will shift to baseline and other resources so that the project can maintain two teachers throughout the grant period.
- Program goals and objectives: 1) Students achieve Int. High by high school graduation and are on track to achieve Superior by the end of college 2) Increase Chinese teachers' knowledge, skills, technology use and dispositions to motivate, engage and teach students through student centered, task oriented curricula and performance based assessments 3) Complete, pilot, refine and finalize the K-College curriculum 4) Establish partnerships with parent and community-based organizations, businesses, and heritage communities.
- Expected outcomes: Students graduating at Int. High or better; K-12 Chinese curriculum, 2 UW Chinese in the HS courses, Chinese teachers adept at technology, staying in Chinese, creating standards based thematic units and lessons; increased community participation,
- Describe how the project is collaborating with its IHE partner(s): The University of Washington will provide the spring five credit foreign language methodology course and work with the project team to develop two sequential UW Chinese in the HS courses for pipeline students; CASLS at the University of Oregon will set up LinguaFolio accounts, provide Computer Assessment of Proficiency; Pacific Lutheran University will offer the alternate certification pathway to Chinese language teachers under the Startalk program; Startalk participants will observe/micro teach in the summer language camps and project schools

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