



DELAWARE WORLD
LANGUAGE IMMERSION

Immersion Principal Advisory Council Quarterly Meeting and PD session

Thursday, March 13, 2014
Collette Room C, Dover, DE

Welcome!
Bienvenido!
欢迎 Huānyíng!



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Agenda Items

- Supporting Teachers via ongoing PD
- Staffing your Program as it Expands
- Supporting Administrators
- Supporting Program Growth

Immersion Teacher PD Summary - December

Student Proficiency Report (SPR) - Greg Duncan

- *Highlight: Teachers expanded their understanding of proficiency and viewed video samples of immersion students in established Utah programs.*

How can the school immersion team support proficiency growth and understanding?

- Talk with teachers about targets.
- Work with field agents to schedule time to conduct language interviews with a sampling of students .



Immersion Teacher PD Summary – December (cont.)

Developing Literacy in the Target Language

- *Highlight: Teachers explored how to implement centers, guided reading and word walls.*

How can the school immersion team support proficiency growth and understanding?

- Connect immersion teachers with strong ELA teachers in the district.
- Support teachers to attend ELA training and work with them to adapt strategies to immersion.



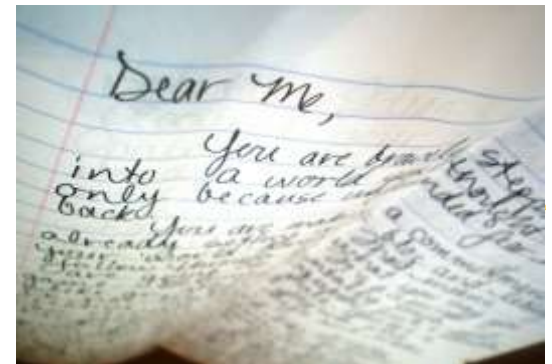
Immersion Teacher PD Summary – December (cont.)

A Letter to Myself

- *Highlight: Teachers wrote letters to themselves setting a goal for where they would be in their instruction and students would be in learning in February.*

How can the school immersion team support teachers in their own reflection and goal setting?

- Set aside additional time to talk with teachers about continual goal setting and highlight growth you observe.



Immersion Teacher PD Summary - February

Student Proficiency Report (SPR) - Greg Duncan

- *Highlight: Teachers felt comfortable with filling out their SPRs by the end of the school year.*

How can the school immersion team support SPRs?

- Encourage any struggling immersion teacher to contact the field agents for extra guidance.
- Remind teachers SPRs need to be input into data screen by June 5.

Immersion Student Proficiency Report: SPANISH
Delaware World Language Immersion Program

Student Name: _____ Language: _____ Teacher: _____
School: _____ District: _____ Date: _____

Listening Ability - Your child's listening ability in the immersion language is best described as ...

BEGINNER LOW	BEGINNER MID	BEGINNER HIGH	INTERMEDIATE LOW	INTERMEDIATE MID
1. Understands single words and simple phrases in context.	1. Understands and identifies words and phrases in context. 2. Understands and identifies words and phrases in context. 3. Understands and identifies words and phrases in context.	1. Understands and identifies words and phrases in context. 2. Understands and identifies words and phrases in context. 3. Understands and identifies words and phrases in context.	1. Understands and identifies words and phrases in context. 2. Understands and identifies words and phrases in context. 3. Understands and identifies words and phrases in context.	1. Understands and identifies words and phrases in context. 2. Understands and identifies words and phrases in context. 3. Understands and identifies words and phrases in context.

Speaking Ability - Your child's speaking ability in the immersion language is best described as ...

BEGINNER LOW	BEGINNER MID	BEGINNER HIGH	INTERMEDIATE LOW	INTERMEDIATE MID
1. Understands and identifies words and phrases in context. 2. Understands and identifies words and phrases in context. 3. Understands and identifies words and phrases in context.	1. Understands and identifies words and phrases in context. 2. Understands and identifies words and phrases in context. 3. Understands and identifies words and phrases in context.	1. Understands and identifies words and phrases in context. 2. Understands and identifies words and phrases in context. 3. Understands and identifies words and phrases in context.	1. Understands and identifies words and phrases in context. 2. Understands and identifies words and phrases in context. 3. Understands and identifies words and phrases in context.	1. Understands and identifies words and phrases in context. 2. Understands and identifies words and phrases in context. 3. Understands and identifies words and phrases in context.

Immersion Teacher PD Summary – February (cont.)

A letter to myself (from December PD)

- *Highlight: Teachers reflected on how much they have learned and accomplished with their students so far this year.*

How can the school immersion team support teachers to reflect on their year?

- Talk with your immersion teacher about how to celebrate student achievement in the target language by the end of the school year.



Immersion Teacher PD Summary – February (cont.)

Demo Lesson: Integrating Literacy into Science (A. Toth)

- *Highlight: Teachers experienced the following:*
 - *Engaging all learners*
 - *Use of academic science word wall*
 - *Adaptation of Reading A-Z book*
 - *Content Reinforcement/Extension into the English classroom*

How can the school immersion team support teachers to integrate literacy into the content areas?

- Pair immersion teachers with master teachers/reading specialists
- Remind teachers to use Reading A-Z as a resource



English Teacher PD Summary – February

Immersion in Action

- *Highlight: Teachers watched videos of immersion teacher lesson clips and experienced a mini-lesson in Chinese.*

How can the school immersion team support English teachers to understand immersion?

- Schedule a “release day” twice a year to allow English and Immersion teachers to spend half a day in each others classrooms to learn from one another.



English Teacher PD Summary – February (cont.)

Collaborative Planning and Academic Vocabulary

- *Highlight: Teachers reviewed a collaboration template as a possible tool to use in team planning.*

How can school immersion team support intentional and collaborative planning by the immersion team?

- Consider ways to release immersion teams from recess or lunch duties twice a week to allow for deeper planning as a team.

Collaboration: Targeted: World Language Immersion K-6

DATE:	TIME:
DATE:	TIME:

SAC Name: _____
Target Language Teacher: _____
Facilitator/Lead Teacher: _____

1. Curriculum Collaboration

Target Language	English
Standards/Content:	Equivalent to be completed:
Standards/Content:	Equivalent to be completed:

2. Science

Target Language	English
Standards/Content:	Equivalent to be completed:
Standards/Content:	Equivalent to be completed:

English Teacher PD Summary – February (cont.)

Content Area Support

- *Highlight: Teachers experienced a science lesson and then used the 5-E learning cycle to identify ways in which to support and reinforce immersion content.*

How can the school immersion team support content area reinforcement lessons?

- Use grade-level immersion funding to purchase theme-specific books for English classroom libraries to assist with elaboration of concepts.

5E Learning Cycle

- Engagement
- Exploration
- Explanation
- Elaboration
- Evaluation

Staffing Your Programs



Staffing Your Programs

- What is your role in...
 - Posting/Advertising positions?
 - Teacher recruitment?
 - Hiring?

Internationally Sourced Teachers

MOU Agreements and Assistance

- Hanban/College Board program for Teachers from China
- Visiting International Teacher program for Teachers from Spain

Guest Teacher Program - China

- Program applications reviewed
- District contacted regarding additional specifics about teacher needs
- Beijing interviews the first week of March
- Teachers selected
- Commitment for teacher by March 28
- Contract offered to teacher by April 17

Visiting International Teacher Program - Spain

- Madrid screening interviews – April 7-11
- At least 2 candidates/position selected
- Candidate information to schools by April 16
- School leadership/district will contact candidates to schedule Skype interviews
- Skype interviews completed by May 2
- Notify DDOE (Angie/Lynn) of final choice by May 5

Internationally Sourced Teachers

• DOE/DO/School Roles and Responsibilities

RESPONSIBILITIES FOR VISITING TEACHERS FROM SPAIN

DOE Responsibilities	School Responsibilities	Teacher Responsibilities
Select candidates for openings at their school after discussing with district and getting proper approval	Inform DOE of the need for any teacher for any openings at their school after discussing with district and getting proper approval	Calculate full salary from DOE's paperwork is completed
Provide one week of federal pay requirement prior to start of school (first week in August)	Provide (I) a cultural mentor (e.g., getting a driver's license, filing taxes for the first time, getting a cell phone, and bank account, etc.) and (2) an academic mentor for each visiting teacher for support throughout the year (e.g., introduce school culture, give a school tour and introduce other faculty and staff, answer everyday questions, complete DEEDS registration) Note: the cultural and academic mentors should NOT be the English partner teacher	Answer questions regarding taxes, bank fees, etc.
Provide copies of transcripts and application packets to the office of certification	Communicate with DOE and teacher should the visiting teacher experience any challenges adapting to the school/culture	Provide short-term orientation
Take candidates to get social security cards and background check (first day if required)	Engage in conversations with the representatives from Spain during long distance or face-to-face check-ins, as needed	Provide all visiting teachers in cycle 1, one-week mentoring program regardless of prior experience in home country
Conduct checks during the year (these could be done by DOE or by school teacher/representatives)	Provide guidance to the visiting teacher to find housing for first 2-4 weeks in the country**	Host the guest teachers at the time to find a list account with international tax understanding and assist with all tax-related matters
	Provide guidance to the visiting teacher to find transportation to and from one-week summer training for visiting teachers and school for the first 2-4 weeks in the country**	
	Work with DOE to arrange for pick-up from airport and transportation to a central location on a date next to candidates by DOE, if needed	

* Home teachers often find it challenging to find housing and transportation on their own, so schools often have to play a major role and help them find housing and transportation - more than just guidelines

RESPONSIBILITIES FOR VISITING TEACHERS FROM SPAIN

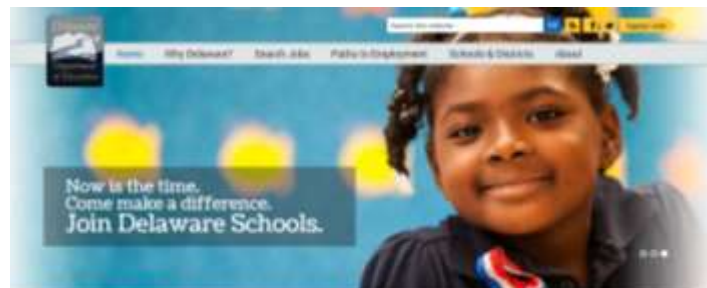
DOE Responsibilities	School Responsibilities	Teacher Responsibilities
Select candidates for final interviews for the school via DOE	Interview finalists via Skype and choose final candidate for the position	Make offer to candidate once accepted by school
Complete one week of federal pay requirement prior to start of school (first week in August)	Provide (I) a cultural mentor (e.g., getting a driver's license, filing taxes for the first time, getting a cell phone and bank account, etc.) and (2) an academic mentor for each visiting teacher for support throughout the year (e.g., introduce school culture, give a school tour and introduce other faculty and staff, answer everyday questions, complete DEEDS registration) Note: the cultural and academic mentors should NOT be the English partner teacher	Calculate full salary once DOE's paperwork is completed
Complete all federal paperwork	Communicate with DOE and the Embassy of Spain should the visiting teacher experience any challenges adapting to the school/culture	Answer questions regarding taxes, bank fees, etc.
Provide one week of federal pay requirement prior to start of school (first week in August)	Engage in conversations with the representatives from the Embassy during long distance or face-to-face check-ins	Provide short-term orientation/new teacher orientation
Provide copies of transcripts and application packets to the office of certification	Provide guidance to the visiting teacher to find housing for first 2-4 weeks in the country (most families are not welcome, but not required)**	Overall all visiting teachers in cycle 1, one-week mentoring program regardless of prior experience in home country
Take candidates to get social security cards and background check (first day if required)	Provide guidance to the visiting teacher to find transportation to and from one-week summer training for visiting teachers and school for the first 2-4 weeks in the country**	Assist the guest teachers at the time to find a tax accountant with international tax understanding and assist with all tax-related matters
Conduct checks during the year	Work with DOE to arrange for pick-up from airport and transportation to a central location on a date next to candidates by DOE, if needed (may have to do in country for 30 days before applying for social security) ***	

** Most visiting teachers in 2022-23, but not all, arranged their own housing upon arriving in the United States. Many stayed with visiting teachers who were already in Delaware at work.
 *** Most visiting teachers in 2022-23, but not all, sought transportation after arriving in Delaware and did not need this assistance.
 **** Most visiting teachers in 2022-23, but not all, made their own arrangements for transportation to the sites where they work and did not require any additional assistance.



Domestically Sourced Teachers

- Join Delaware Schools website
 - Free for participating districts
 - Positions automatically posted to EdWeeks “Top School Jobs” site
 - Benefit from on-campus recruitment by Tasha Cannon in TLEU
 - Immersion soon to be highlighted on the site



Domestically Sourced Teachers

- ACTFL Jobs Board
 - Reach 12,000+ members
 - Access from teachers internationally
 - <http://jobcentral.actfl.org/jobs/>
- ATDLE Jobs Board
 - Posting of positions nationally
 - Members experienced in immersion
 - twbirosa@aol.com

Domestically Sourced Teachers

- University Teacher Prep Programs
 - UDel (4+1 program soon to launch)
 - Wilmington University (elementary ed program with language speakers)
 - UMinn (certificate in immersion)
 - BYU (certificate in immersion)
 - Cal Sate Chico

Target Language Immersion Teacher Positions

- IPAC Interview Question Committee
 - Heather Bethurum
 - Michelle Duke
 - Sherry Kijowski

Back in ten...



BREAK

Administrative Support

- Delaware Immersion Website

<http://delawareimmersion.weebly.com/>



Administrative Support

- Immersion Primer for Administrators
 - Acceptable Use of Funding
 - Teacher Certification
 - Teacher Interviews and Selection
 - PROPOSED: Supporting international teachers (elaboration of school responsibilities and supports)
 - PROPOSED: Raising the Status of the Immersion Language (specific Delaware policies, products, practices)

Program Support for 2014-15

- Materials for 2014-15
 - Transitioning to School/District ordering
 - Materials Order Lists available by May 1
 - Vendor meetings in March and April
 - Order lists will include contact information, ISBN numbers, and quantities
 - Funding provided to school/district most likely through Subgrant Applications

Program Support for 2014-15

- Summer Materials Development
 - Selected teachers invited to participate
 - Stipend provided for work
 - Opportunity for collaboration and to support programs statewide

Summer Materials Development - Spanish

- 2-3 days week of June 16 (tentative)
- Grade-level teams
- Revise (K) and create (1-2) literacy pacing guides for Calle de la Lectura
- Find and create texts for literacy integration into content areas

Summer Materials Development - Chinese

- 2-3 days week of June 16 (tentative)
- Grade-level teams
- Revision of structures in the thematic framework
- Creation of support materials for the high frequency word lists.

Program Support for 2014-15

- Summer Professional Development Opportunities
 - Mini-grants for participation in CARLA Immersion 101 Institutes
 - Chinese: July 21-25 (Admin only 21-22)
 - Spanish: July 28-Aug 1 (Admin only 28-30)
 - Up to \$4900 for administrators, coaches, mentors, teachers

Program Support for 2014-15

- Outreach to Future Administrators
 - DASA/DASL
 - Conference on Policy and Practice

Open Forum



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Thank you!
¡Gracias!
谢谢 Xiè xiè!

Next IPAC Meeting
May 1, 2014