Prioritizing Language Learning in the Standards Era
Standards-Based Education

1983 - A Nation at Risk publication

1989 - National Education Goals adopted

1994 - Standards based vision enacted

2001 - NCLB

2015 - Common Core
Competing for Time and Funding

High Test Scores
Foreign Language Education Decrease

- Elementary
- Middle School
- High school
- Higher Ed. Requirement

Comparison between 1997 and 2008.
Benefits of Learning a Second Language

- Become smarter!
- Build multitasking & decision-making skills
- Stave off Alzheimer’s and dementia
- Enhance memory & creativity
- Boost empathy & cultural understanding
- Better college & career prospects
- Improve your English
21st Century Skills

- Initiative and self direction
- Information and Tech Literacy
- Social and cross-cultural skills
- Communication
- Collaboration
- Creativity and Innovation
- Critical Thinking and Problem Solving
Bakia et al. (2012) discuss five ways in which online learning could increase educational productivity by improving the learning opportunities...

- Broadens access to resources, experiences (flexibility/scalability)
- Engages students in active learning
- Individualizes and differentiates instruction
- Personalizes learning
- Maximizes the teacher’s and student’s time.
Bibliography


Delaware’s World Language Expansion Initiative

Michael Watson
Chief Academic Officer
Delaware Department of Education
Governor’s World Language Expansion Initiative: Preparing a Globally Competitive Delaware Workforce (2011)

- 10-year initiative
- Advanced-level student language proficiency
- Immersion Education
- Middle School Expansion
- Shift to Proficiency in Secondary Schools
- Languages as Career/Workplace Skills
### World Language Immersion

<table>
<thead>
<tr>
<th></th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Districts</strong></td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>73%</td>
<td>80%</td>
</tr>
<tr>
<td><strong>Schools</strong></td>
<td>22</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>18%</td>
<td>27%</td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td>2800+</td>
<td>4000+</td>
</tr>
<tr>
<td></td>
<td>1 in 11</td>
<td>1 in 7</td>
</tr>
<tr>
<td><strong>Kindergarteners</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grades</strong></td>
<td>K-4 (5*)</td>
<td>K-5 (6*)</td>
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<tr>
<td></td>
<td></td>
<td>Middle School Launch (Spanish)</td>
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Immersion Enrollment Growth

<table>
<thead>
<tr>
<th>Year</th>
<th>Immersion Enrollment</th>
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<tbody>
<tr>
<td>2012-13</td>
<td>619</td>
</tr>
<tr>
<td>2013-14</td>
<td>1130</td>
</tr>
<tr>
<td>2014-15</td>
<td>1991</td>
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<tr>
<td>2015-16</td>
<td>2819</td>
</tr>
<tr>
<td>2016-17</td>
<td>3731</td>
</tr>
<tr>
<td>2017-18</td>
<td>5119</td>
</tr>
<tr>
<td>2018-19</td>
<td>6751</td>
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</table>
Middle School Blended Language Learning

- 7th and 8th graders
- Self-paced, proficiency-based online courses
- 2 face-to-face visits per week from language coach
- Classroom facilitator monitors and guides learners
High School Focus on Languages as Career and Workplace Skills

- Graduation Requirement for All Students
  - Demonstrated proficiency option
- Functional usage
- Proficiency targets with Refreshed Standards
- Real-world contexts with CTE Connections
- Certificate of Multiliteracy
A World Language Program for all students based on the “five C’s” of the national foreign language standards - communication, culture, connections, comparisons, and communities.
21st Century Skills Map

Designed in cooperation with the nation’s world language educators.

Developed through a year-long collaborative process, spear-headed by the American Council on the Teaching of Foreign Languages (ACTFL) and P21, this map reflects the collective effort of hundreds of World Language teachers and illustrates the integration of World Languages and 21st Century Skills. This map provides educators, administrators and policymakers with concrete examples of how 21st Century Skills can be integrated into core subjects.

www.P21.org
March 2011
Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects
- Reading
- Writing
- Speaking and Listening
- Language

World Readiness Standards for Learning Languages
Three Modes of Communication:
- Interpersonal
- Interpretive
- Presentational

ACTFL Proficiency Guidelines
- Novice
- Intermediate
- Advanced
Common Core ELA Capacities

**Capabilities of the literate individual - indicators**

- Demonstrates command of standard English and acquires and uses a wide-range vocabulary.
- Listens attentively to gain both general and discipline-specific knowledge.
- Is an engaged and open-minded - but discerning - listener.
- When speaking, strives to make his/her meaning clear to the listener.
- Uses technology and digital media strategically and capably.
- Comes to understand other perspectives and cultures.
Common Core Standards for Mathematical Practice

A mathematically proficient student:
• Makes sense of problems and perseveres in solving them.
• Attends to precision.
• Challenges himself/herself to communicate precisely with others.
• Looks for and makes use of structure.

Next Generation Science and Engineering Practices
• Engaging in argument from evidence.
• Obtaining, evaluating, and communication information.
Table 1: C3 Framework Organization

<table>
<thead>
<tr>
<th>DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRIES</th>
<th>DIMENSION 2: APPLYING DISCIPLINARY TOOLS AND CONCEPTS</th>
<th>DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE</th>
<th>DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION</th>
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</thead>
<tbody>
<tr>
<td>Developing Questions and Planning Inquiries</td>
<td>Civics</td>
<td>Gathering and Evaluating Sources</td>
<td>Communicating and Critiquing Conclusions</td>
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<td></td>
<td>Economics</td>
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<tr>
<td></td>
<td>Geography</td>
<td>Developing Claims and Using Evidence</td>
<td>Taking Informed Action</td>
</tr>
<tr>
<td></td>
<td>History</td>
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</table>
Table 2: Dimension 2 – Applying Disciplinary Tools and Concepts

<table>
<thead>
<tr>
<th>CIVICS</th>
<th>ECONOMICS</th>
<th>GEOGRAPHY</th>
<th>HISTORY</th>
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<tbody>
<tr>
<td>Civic and Political Institutions</td>
<td>Economic Decision Making</td>
<td>Geographic Representations: Spatial Views of the World</td>
<td>Change, Continuity, and Context</td>
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<tr>
<td>Participation and Deliberation: Applying Civic Virtues and Democratic Principles</td>
<td>Exchange and Markets</td>
<td>Human-Environment Interaction: Place, Regions, and Culture</td>
<td>Perspectives</td>
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<tr>
<td>Processes, Rules, and Laws</td>
<td>The National Economy</td>
<td>Human Population: Spatial Patterns and Movements</td>
<td>Historical Sources and Evidence</td>
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<tr>
<td></td>
<td>The Global Economy</td>
<td>Global Interconnections: Changing Spatial Patterns</td>
<td>Causation and Argumentation</td>
</tr>
</tbody>
</table>

Thank you!