## Agenda for May 11, 2017 5:30-7:00 pm – Meeting Summary

**JSCEE 2774**

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<tr>
<th>ITEM/PRESENTER</th>
<th>ALLOTTED TIME</th>
<th>DECISION OR FOLLOW-UP ACTION – OWNER NOTES</th>
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<tr>
<td>1. Welcome and Update from Jessica Beaver and Anna Cruz on the Program Evaluation Plan for Intl/DLI Program Review Process</td>
<td>5:30-6:15 45 min.</td>
<td>Inform Feedback</td>
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- Program review status report and timeline
- Share initial descriptive statistics
- Share emergent themes from principal interviews
- Get feedback from the group on how best to gather parent input

Jessica reviewed the current Program Review plan and Anna shared some initial descriptive statistics.

There is a simplified Logic Model based on the Vision Statement for International Education:

**Vision Statement: Our vision is to prepare students, in partnership with families and community, for global citizenship in an increasingly interdependent world.**

It shows the INPUTS, ACTIVITIES, and OUTCOMES to reach the IMPACT of “All Students Graduate Ready for College and Career, and are Globally/Culturally Competent for 21st Century Life.”

One key activity over the past few weeks has been gathering the information to attach a DLI (Dual Language Immersion) Flag to students participating in DLI programs in the 10 International Schools. The district has not previously captured that information, but it is critically important in order to evaluate the effectiveness of both Intl Schools overall and DLI programs specifically.

Anna provided a snapshot of Race/Ethnicity breakdown in the schools (DLI students vs. Non-DLI). She also shared some preliminary Smarter Balanced ELA and Math data. There was some discussion about the race/ethnicity data. A suggestion was made to add exited ELL data.

Jessica reported that the interviews with the 10 principals have been completed and that they are moving on to the teacher survey and teacher and student focus groups.
### 2. Development of Fidelity Checklist for Dual Language Immersion and Global Education by Michele Aoki

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<td>Development of Fidelity Checklist for Dual Language Immersion and Global Education by Michele Aoki</td>
<td>6:15-6:40 25 min.</td>
<td>Inform Feedback</td>
<td>Michele outlined the process by which the team with the UW College of Education Interns (Erica Marlene Bailey-Ramos and Fenglan Nancy Yi-Cline) and Dr. Chan Lu from the UW Asian Languages and Literatures Dept. had developed the Fidelity Checklist (or “Quality” Checklist) for Seattle’s Dual Language Immersion programs based on a number of national models. (See below.) From that “master” list we reviewed a common subset by audience: Teachers, District, Principals, and Parents/Families. The goal is to make a list of essential items for consideration in the SPS DLI review that can also provide future guidance for development of the programs.</td>
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### 3. Updates on Implementation of Intl/DLI Task Force Recommendations Part 1

- Mercer Intl high school pathway – Franklin HS Chinese 4 and Spanish 4 class
- Budget challenges with neighborhood Intl Schools (lower enrollment for K classes)
- Conflicts of DLI and HCC (Highly Capable Cohort) for placement at Hamilton or Ingraham
- Lincoln HS Planning

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<td>Updates on Implementation of Intl/DLI Task Force Recommendations Part 1</td>
<td>6:40-6:55 15 min.</td>
<td>Inform Feedback</td>
<td>Michele provided updates on the Implementation of Intl/DLI Recommendations Part 1. Although Chief Sealth Intl HS was offered in the Assignment Plan as a DLI Pathway for 8th grade Spanish and Mandarin DLI students at Mercer, almost all of the students have chosen to attend their neighborhood assigned school, Franklin HS. Michele is working with Franklin to offer Chinese 4 and Spanish 4 next fall for these students, as well as other Heritage language speakers from Mercer or Franklin, but there is concern that if the class size is less than 30, the school may drop the classes. We are continuing to work on building support for offering them. Both Beacon Hill and Dearborn Park Intl have had lower projected enrollments from their neighborhoods so they were funded for reduced class offerings next year. In the case of Dearborn Park, that meant cutting one of the Spanish K classes and creating split classrooms at higher grades. Although there is a waitlist, it was not moved in time to impact budget decisions. Parents from outside of the Dearborn Park neighborhood who have children in the upper grades of DLI are concerned that their incoming</td>
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5/11/2017
Kindergarteners will not be placed at Dearborn Park. This unpredictable enrollment pattern presents a particular challenge to Dual Language Immersion programs, and the Task Force agreed that we should follow up on the recommendation to consider making Dearborn Park an Option School.

- There has been confusion on the part of parents when their students are part of a DLI pathway but also qualify for Highly Capable Cohort Services. In the past they could do both at Hamilton Intl MS (DLI continuation language classes and classes for HCC students). This year, however, HCC students who live in the catchment area for the new middle school, Robert Eagle Staff, were moved from Hamilton to Eagle Staff even if the student was also part of the DLI pathway. We are working with Enrollment Services to clarify the situation, and the principal at Hamilton, Tipton Blish, hopes to continue to serve the DLI pathway students who qualify for HCC Services at Hamilton.

- Several community meetings about the new Lincoln HS have been held. In addition, the planning principal, Ruth Medsker from West Seattle HS, has been named. We have already begun conversations about the Intl/DLI Task Force recommendation to make Lincoln a DLI continuation pathway for Hamilton DLI students.

4. Draft of Recommendations Part 2
   – Next Steps

   6:55-7:00
   5 min.
   Inform Feedback Decisions
   This was postponed until the next meeting.

5. Next scheduled meeting:
   June 8, 2017

   90 min
   Inform

Thank you for attending!

https://www.seattleschools.org/students/academics/international_education/international_dual_language_task_force/
International Schools / Dual Language Immersion
Task Force

International Schools/Dual Language Immersion Fidelity Checklist
Updated 5/11/2017

This summary document:
http://tinyurl.com/SPS-Intl-DLI-FidelityChecklist
Draft created for Michele Aoki, Fenglan Nancy Yi-Cline, Erica Marlene Ramos-Bailey, and Dr. Chan Lu

Fidelity Assurances Google Doc created by Erica:
http://tinyurl.com/SPS-Intl-DLI-FidelityDetails
3 tabs:
• Raw Guidelines -- each of the guidelines documents below is listed in a column; they are color-coded to group them by categories we identified
• Master List -- the color-coded items are grouped (and identified by source), and then analyzed to identify overlapping items from different documents
• Checklist draft -- the master list is “pared down” to essential items; some are reworded based on feedback from the reviews

Review process -- to prioritize which items to include in final checklist:
• Provide Checklist draft to reviewer
• Request feedback on Importance for inclusion (rate 1-5 low to high)
• Request suggestions for rewording or clarification

Documents we reviewed and drew from:

From SPS:
• Guidelines document available since about 2002. To what extent have the schools followed them? Elementary Dual Immersion Guidelines.
• Overview of DLI program models -- what elements are part of fidelity? DLI Program Models
• Seattle School Board Policy No 2177 (adopted May 15, 2012)
  Unique Characteristics of International Education: World Languages | Global Perspective | Cultural/Global Competency
• International Ed Category elements: https://sites.google.com/site/seattleislt/categories
  Assessment Tool has the critical elements from the Intl Ed Policy

From Center for Applied Linguistics (CAL):
http://www.cal.org/twi/guidingprinciples.htm
• Download a two-page summary of the strands and principles (Word, 68KB)
• Download an editable version of the Action Plan that you can use to type in your ratings and evidence (Word, 432 KB)

From CELIN
Key Features of Chinese Language Programs: A CELIN Checklist
Asia Society Chinese Early Language Immersion Network presented its own guidelines at the April 2017 National Chinese Language Conference. They have not published yet, but were shared with us by Dr. Shuhan Wang.

**From Utah DLI Assurances Grades 1-6**

**From Houston Independent SD Handbook for Dual Language**

**From Collier and Thomas Non-Negotiables:**

Have to tease them out of the text a bit, but, for example:
- A K-12 commitment
- Separation of the two languages for instruction
Minimum of 50% of instruction in the non-English language

**From CASLS Portland Study:**
https://casls.uoregon.edu/research/chinese-immersion-research/
- Download the full report: Part 1 and Part 2

**Facilitative Approach to Developing an Immersion Program**
Research identified twelve essential elements for an immersion program.
1. Foster community support through clear, consistent communication with parents
2. Facilitate communication among parents and teachers, specifically addressing differences in language, culture, and socioeconomic status
3. Garner district support for staffing, curriculum, enrollment, student management, and financial investments
4. Create unity between the immersion and neighborhood programs housed within the same school
5. Develop institutional partnerships to create places for students to continue their learning as they progress from elementary to middle to high school and beyond
6. Maintain high elementary enrollments that can sustain attrition and retain viable student numbers for middle and high school programs
7. Maintain middle school and high school student interest and motivation in language study through innovation and opportunity
8. Employ backwards design to first identify program goals and then establish practices to accomplish those goals
9. Hire committed administrative staff whose tasks pertain solely to the immersion program
10. Provide qualified teachers with ongoing professional development through professional learning communities that work toward aligning curriculum horizontally across disciplines and vertically across grade levels
11. Track student outcomes with standardized assessments and use assessment data to drive curriculum changes
12. Consistently acquire curriculum resources in the target language

**From Asia Society Ed Week blog:**