“As you remember the dreamer, remember the dream”


Jan. 25, 1996: Proposes expansion of popular programs and alternative schools with long wait-lists: an international language school for newcomers to the U.S. and for native English speakers wanting to learn a second language - and proposes making it mandatory for students to study a second language.

http://old.seattletimes.com/special/stanford/

International Education in SPS

The Seattle School District is dedicated to the academic achievement of each student. The Seattle School Board is committed to offering International Education opportunities for students in grades Kindergarten to 12.

The vision and mission of the district’s International Education program are:

Vision: To educate and prepare all students to achieve today and tomorrow in a global community and economy.

Mission: To create a culturally diverse community of lifelong learners who demonstrate advanced skills in communication, international language, technology, and whose performance exemplifies superior academic standards.

International Education Board Policy #2177 (5/16/2012)

Defines 3 Unique Characteristics of International Education:

- **World Languages**
  - The District is committed to teaching world languages in an immersion setting for grades K-5 in addition to world language classes and immersion language classes offered at District middle and high schools.

- **Global Perspective**
  - Examining and evaluating global issues, problems, and challenges
  - Studying human differences and commonalities
  - Analyzing economic, technological, social, linguistic, ecological connections between the U.S. and the World

- **Cultural/Global Competency**
  - Global Competence Matrix: Investigate the World | Recognize Perspectives | Communicate Ideas | Take Action
  - Educating for Global Competence: Preparing Our Youth to Engage the World (Asia Society and CCSSO, published in 2011)
Seattle School District

Strategic Plan (adopted 2013)

- 21st Century Skills
  - Communication and Collaboration Skills
  - Creative and Critical Thinking
  - Growth Mindset and Perseverance

Seattle’s New International Education Model 2015

International Schools Pathways
Today -- in 3 Regions

Northwest Seattle
Japanese and Spanish
Southeast Seattle
Mandarin and Spanish
Southwest Seattle
Mandarin and Spanish

As projected in 2013, updated 2017

Task Force Purpose

The primary purpose of the International Schools / Dual Language Immersion Task Force is to prepare a report to the Superintendent of Schools regarding the impacts, risks and benefits for sustaining and expanding Seattle’s International School and Dual Language Immersion programs. The Superintendent will use this report, along with other important data, to make recommendations to the School Board for potential changes in the 2017-18 school year.

Task Force Report

The report should include:
A. Analysis of pathways for Dual Language Immersion students, including recommendations about completing pathways in the SE and SW as well as additional pathways in other regions
B. Assignment plan models for International Schools – geozone vs. neighborhood, and equity issues in relation to class size due to attrition in grades 2-8, as well as effective approaches to outreach to populations who could benefit from the program
C. Program models within Dual Language Immersion programs, including number of languages taught per school, content taught in the partner language, language of initial literacy
D. Resources required for maintaining and expanding Seattle’s International Schools, including the hiring of qualified bilingual teachers and instructional assistants in the Immersion classrooms and acquisition of appropriate curricular materials in immersion languages, and professional development of all teachers on teaching a globalized curriculum

Recommendations Part 1
(August 10, 2016)

A. Analysis of pathways for Dual Language Immersion students, including recommendations about completing pathways in the SE and SW as well as additional pathways in other regions
B. Assignment plan models for International Schools – geozone vs. neighborhood, and equity issues in relation to class size due to attrition in grades 2-8, as well as effective approaches to outreach to populations who could benefit from the program
Recommendations for Issue A: Pathways

- Recommendation A1: Prioritize completing the SE high school Dual Language Immersion Continuation pathway.
- Recommendation A2: Complete the SW elementary international school pathway.
- Recommendation A3: Consider designating Lincoln High School, when it reopens, as the high school Dual Language Immersion Continuation pathway in NW for students from Hamilton International Middle School.
- Recommendation A4: Develop a Superintendent Procedure to accompany the International Education Board Policy that would specify the details of the pathways and other aspects of the program models at the International Schools, including the addition of a Dual Language Immersion indicator on student records to help track the students who qualify for middle and high school DLI Continuation pathways.

Recommendations for Issue B: Assignment Plan Models

- Recommendation B1: Maintain the Option (GeoZone) Assignment Plan model at John Stanford International School and McDonald International School, and increase the native/heritage speaker set-aside to at least 30%.
- Recommendation B2: Maintain the Neighborhood Assignment Plan model at Concord International School at this time, but reevaluate it in the future.
- Recommendation B3: Conduct a feasibility study regarding making Dearborn Park International School an Option (GeoZone) Assignment Plan model instead of Neighborhood Assignment Plan by 2018-2019, if possible, so that the school can continue to support two classes of Spanish and one of Mandarin per grade with no all-English strand and can use the native/heritage speaker set-aside to enroll children participating in the Spanish Preschool that is starting in fall 2016.

Recommendations for Issue B: Assignment Plan Models

- Recommendation B4: Conduct a feasibility study regarding making Beacon Hill International School an Option (GeoZone) Assignment Plan model instead of Neighborhood Assignment Plan at a future date with the goal of providing equitable access to Spanish and Mandarin native/heritage speakers through the 30% set-aside.
- Recommendation B5: Extend the Choice Open Enrollment period beyond the current two-week window in order to support outreach to families who do not have English as a home language and ensure that they have equitable access to the opportunity to opt in to an International School with Dual Language Immersion in their home language.

Implications for John Stanford International School

- Continued support for Option School designation for McDonald and John Stanford – Also recommends increase to 30% for the native/heritage speakers set-aside to increase equitable access
- Recommendation to extend the Choice Open Enrollment period – This could help create more equitable access for native/heritage speakers to attend the schools

Implications for John Stanford International School

- Clarification of what is a pathway for DLI – This has implications for the program model for Hamilton International Middle School. If it’s a pathway for DLI, it should offer 2 periods/day – one Spanish or Japanese Language Arts and the other Social Studies.
- It also supports the recommendation to make Lincoln High School (when it reopens in 2019) the high school pathway for DLI.

What’s Next? Remaining Issues

C. Program models within Dual Language Immersion programs, including number of languages taught per school, content taught in the partner language, language of initial literacy

D. Resources required for maintaining and expanding Seattle’s International Schools, including the hiring of qualified bilingual teachers and instructional assistants in the Immersion classrooms and acquisition of appropriate curricular materials in immersion languages, and professional development of all teachers on teaching a globalized curriculum
(Likely) Timeline

- Recommendations Part 2 –Feb 2017
  - Update on Recommendations on Issues A, B
  - Recommendations on Issue C: Program Models
- Recommendations Part 3 –Mar-Apr 2017
  - Updates on Recommendations on Issues A, B, C
  - Recommendations on Issue D: Sustainability and Resources

Implications of Issue C

- Number of languages taught per school
  - Feasibility of 2 immersion languages per school
    - Japanese and Spanish – McDonald and John Stanford
    - Mandarin and Spanish – Beacon Hill and Dearborn Park
  - Is English strand necessary?
    - Probably not at Option Schools
    - Must offer English at Neighborhood Schools?
- Content taught in the partner language
  - Math? Science? Social Studies?
  - Which content in which grades?

Implications of Issue D

- Hiring Teachers and IAs
  - When to use visiting teachers (from Spain/China)
  - When to use interns
  - Role of Instructional Assistants (IAs)
  - What is the “Grow Your Own” Pipeline?
- Acquisition of curriculum materials
  - Central budget? School budget?
  - How to handle curriculum adoptions, e.g., Math in Focus, elementary ELA, middle school SS
- Professional Development for Teachers (and IAs)
  - Central budget? School budget?
  - Balancing Global Education and DLI

Learn More

http://www.seattleschools.org/students/academics/international_education/international_dual_language_task_force/

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Thank you for attending!