DEEPENING CONVERSATIONS ABOUT CHINESE DUAL LANGUAGE AND IMMERSION PROGRAMS

Presented by
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CABE Conference March 31, 2018

Topics for Today

• What guidelines are available to educators seeking to establish/enhance a Chinese dual language or immersion program?
• What is CELIN -- Chinese Early Language and Immersion Network at Asia Society?
• How did one district (Seattle) develop and use a DLI Fidelity Checklist to engage in program fidelity alignment?
• How can participants use DLI guidelines and checklists in their own schools and districts?

Guidelines for DLI from CAL


More Guidelines on DLI

• From the State of Utah: DLI Assurances Grades 1-6
• From Houston Independent SD: Handbook for Dual Language
• From Collier and Thomas: Non-Negotiables in Dual Language Education White Paper
• From CASLS Portland Study: Chinese Immersion Research
• From Asia Society Ed Week blog: Ten Lessons for Language Immersion Programs

Welcome to CELIN!

CELIN (Chinese Early Language and Immersion Network) at Asia Society

http://asiasociety.org/china-learning-initiatives/chinese-early-language-and-immersion-network

Acknowledgment

Thank you to the Confucius Institute of the State of Washington (CIWA) for sponsoring our team from Seattle Public Schools and the University of Washington to present at CABE Conference 2018.
CELIN’s Mission

Support the growth and sustainability of Chinese early language and immersion programs in and outside the United States to ensure that students have opportunities to develop high-level multilingual and intercultural competency for advanced study and work in an interconnected world.

CELIN Web Pages

Resources for Educators

Find CELIN Briefs at: http://AsiaSociety.org/CELIN

CELIN Briefs Editors:
Shuhan C. Wang, Ph.D., shuhancw@gmail.com
Joy K. Peyton, Ph.D., joy@peytons.us
New: CELIN Checklist

**Key Features of Effective Chinese Language Programs: A CELIN Checklist**
*(Draft, March 2018)*

Co-authors: Shuhan C. Wang, Ph.D. and Joy Kreeft Peyton, Ph.D.

Available at National Chinese Language Conference
May 17-19, 2018 Salt Lake City, UT

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**Nine Features of Program Effectiveness (CELIN)**

- Feature 1: Program Design, Funding, Governance/Leadership, and Accountability
- Feature 2: Curriculum
- Feature 3: Assessment
- Feature 4: Instruction
- Feature 5: Staff Quality and Professional Development
- Feature 6: Materials, Resources, and Technology Tools
- Feature 7: Program Articulation
- Feature 8: Family Support and Community Engagement
- Feature 9: External Networking and Partnerships

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**Intl/DLI Program Review in Seattle Public Schools (2017)**

- In accordance with Superintendent SMART Goal 3 and Policy 2090, the Board of Directors has asked that Seattle Public Schools undertake a systematic review of district programs and services. The goal of program review is to improve decision-making by deepening understanding of program design, implementation, results/outcomes, and cost/benefits. International Education/Dual-Language Immersion and Advanced Learning were both selected for review for the 2016-17 school year.
- The program review for International Education includes three phases of work: 1) Descriptive Analysis; 2) Implementation Analysis; and 3) Outcomes/Impact Analysis. Phase 1 was delivered in June 2017; Phases 2 and 3 were delivered in October 2017.

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**To evaluate DLI: Need a DLI Fidelity Checklist**

- Team from Seattle Public Schools and the University of Washington reviewed a number of key guidelines documents for DLI
- Selected essential elements from the master list of guidelines that would be most relevant for Seattle’s DLI programs and produced:
  - DLI Fidelity Checklist for District Survey
  - DLI Fidelity Checklist for Teacher Survey

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**Teacher Survey: Instruction**

<table>
<thead>
<tr>
<th>In my school, students have...</th>
<th>% Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to both structured and unstructured learning activities</td>
<td>78%</td>
</tr>
<tr>
<td>Opportunities to develop formal and informal language in English and the partner language</td>
<td>64%</td>
</tr>
</tbody>
</table>

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**Teacher Survey: Curriculum**

<table>
<thead>
<tr>
<th>DLI Curriculum and Materials are...</th>
<th>% Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aligned to Washington State Learning Standards, including Common Core State Standards, Next Generation Science Standards, and the World Readiness-Standards for Learning Languages</td>
<td>36%</td>
</tr>
<tr>
<td>Intentionally planned across grades for each content area taught in the partner language and English</td>
<td>33%</td>
</tr>
</tbody>
</table>
Teacher Survey: Curriculum

<table>
<thead>
<tr>
<th>DLI Curriculum and Materials are...</th>
<th>% Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shared across schools, grades, and content areas (for model curricular units)</td>
<td>19%</td>
</tr>
<tr>
<td>Age appropriate and engaging for students of intended language proficiency levels</td>
<td>47%</td>
</tr>
<tr>
<td>Designed to promote the development of bilingual, bicultural, biliterate, and multicultural competencies for all students</td>
<td>50%</td>
</tr>
</tbody>
</table>

Teacher Survey: Assessment

<table>
<thead>
<tr>
<th>In my school, teachers use...</th>
<th>% Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative and summative classroom-based assessments of student proficiency in both the partner language and English</td>
<td>72%</td>
</tr>
<tr>
<td>Data from student language assessments for student placement, interventions, and to guide instruction</td>
<td>53%</td>
</tr>
<tr>
<td>Data from student language assessments to report progress to families on students’ growing proficiency in the partner language and English</td>
<td>56%</td>
</tr>
</tbody>
</table>

Teacher Survey: Professional Development

<table>
<thead>
<tr>
<th>In my school, teachers receive...</th>
<th>% Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meaningful and targeted professional development for teachers throughout the school year on both teaching academic content and teaching for biliteracy</td>
<td>25%</td>
</tr>
</tbody>
</table>

Seattle Public Schools Intl/DLI Program Review

For more information, visit: [https://www.seattleschools.org/academics/international_education/international_dual_language_task_force](https://www.seattleschools.org/academics/international_education/international_dual_language_task_force)

- International Schools/Dual Language Immersion Program Review presentation (from the October 11, 2017 School Board meeting)
- Intl/DLI Program Review Final Report
  - Executive Summary
  - Appendix

Your Turn

- Meet in small groups or with a partner
- Review the new [CAL Guiding Principles](https://www.seattleschools.org/academics/international_education/international_dual_language_task_force)
  (or other guidelines)
- Consider which elements would be essential for planning (or evaluating) Dual Language Immersion programs in your school or district

THANK YOU FOR PARTICIPATING!

For more information, visit: [http://confucius.washington.edu](http://confucius.washington.edu)