

Graduating Global-Ready Students with a Language Advantage



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OUR GOALS TODAY . . .

- Explore North Carolina initiatives with a quick overview of data and research
- Discover the context of Dual Language/Immersion (DL/I) Programs in North Carolina
- Make connections with North Carolina's Global Education Commitments and the Global Languages Endorsement, North Carolina's Seal of Biliteracy

Research: Thomas & Collier Study

- Title III requirement to implement research based practices and programs
- Longitudinal Study
 - 2008 – 2010 in 7 districts
 - 12 Two-Way DL/I Programs in Spanish & Chinese
 - Focus on English Learners (ELs)
 - Disaggregate data for other subgroups



Activity: Research Tweet Cards

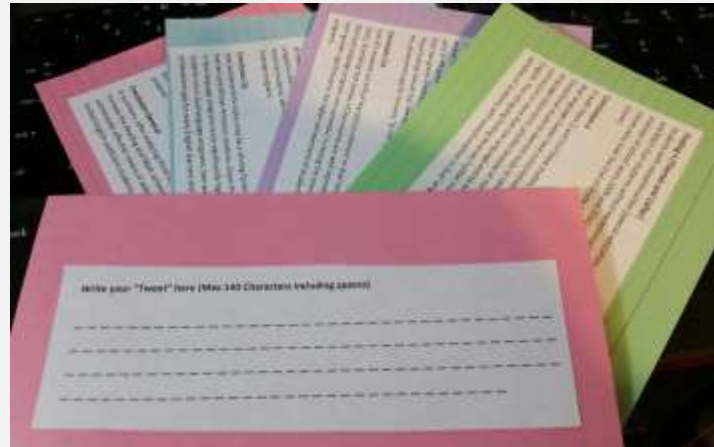
- Read through the research findings and conclusions on the card in your hand



- Write a tweet message on your card of 140 characters (including spaces) that summarizes the information you've read

Activity: Research Tweet Cards

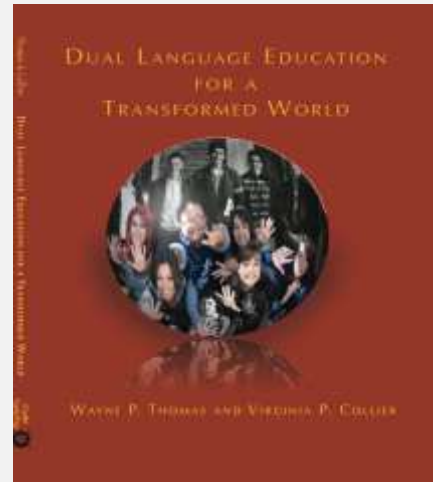
Find a person with a different color card and share your tweet



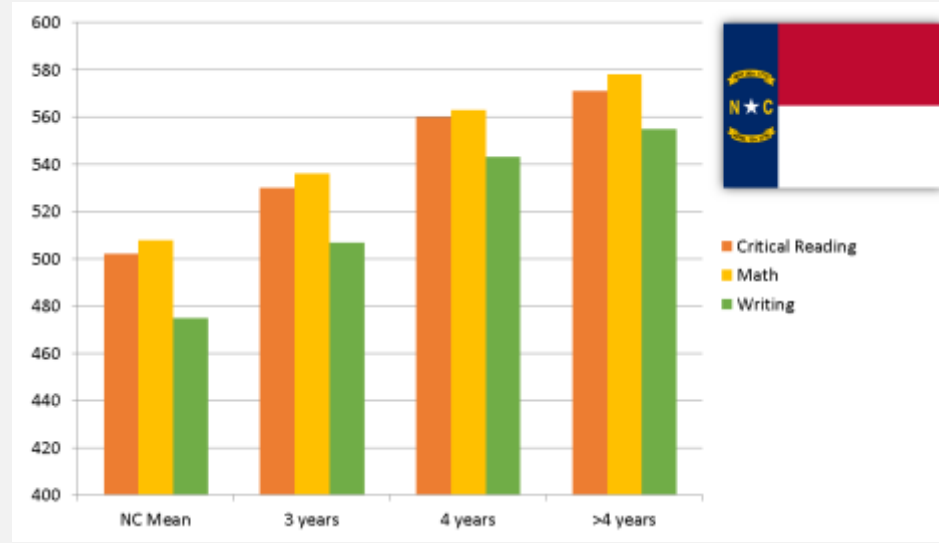
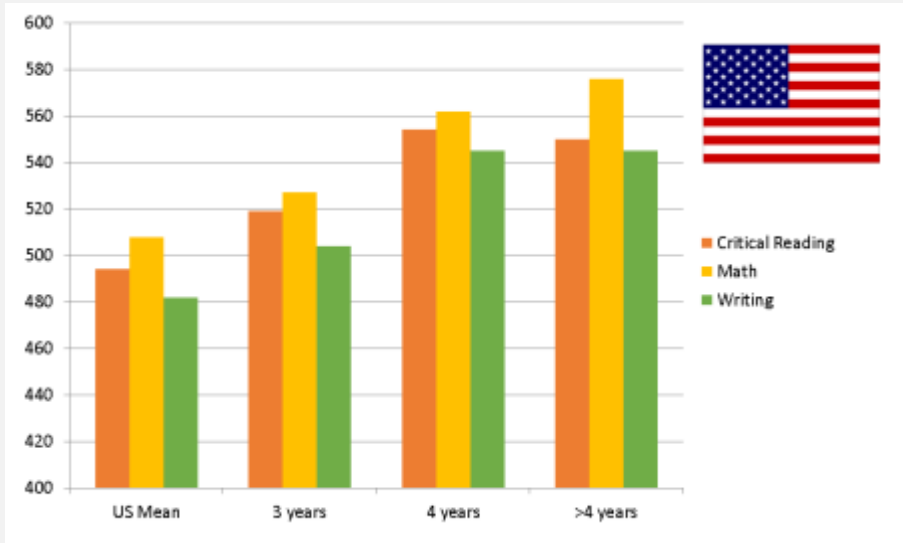
Research: Thomas & Collier Study

- Chapter Five:
“Astounding Effectiveness – The North Carolina Story”
- Background
- Implementation practices
- Results from 2008 & 2009
analyses

ISBN: 978-0-9843169-1-5



DATA: Impact of World Language Study on SAT Scores



Research: Cognitive Skills & Brain Health



Multi-linguals are more perceptive to their surroundings and better at focusing in on important information.



Learning second language 'slows brain ageing'



Learning a second language could improve reaction and intelligence skills

DATA & RESEARCH

Financial Edge

The Business Case For Bilingualism: Why Multilinguals Earn More

by Jeffrey Neison

Multilingual people earn more money on average than monolinguals; even in the United States. It's well-known that interpreters and translators parlay their language skill into cash, however the slight-less-well-known side of the coin is that regular jobs can also pay slightly more for someone with a bit of linguistic latitude.

Ex. EMT annual salaries

Monolingual	\$30,360
Bilingual	\$40,000
+ \$200,000 for career	

and Cultural Competency

Language skills crucial for global CEOs



Facing thousands of investors, Anshu Jain knew a lot was riding on his speech at the annual meeting of Germany's largest bank.

"On this day, every word matters," Jain said in German. For that reason, he said he'd continue in his mother tongue. The Indian-born British national delivered the rest of the address in English.

Less than three weeks later, Jain resigned after losing the confidence of investors.

Interculturality

(a.k.a. Cultural Competency)

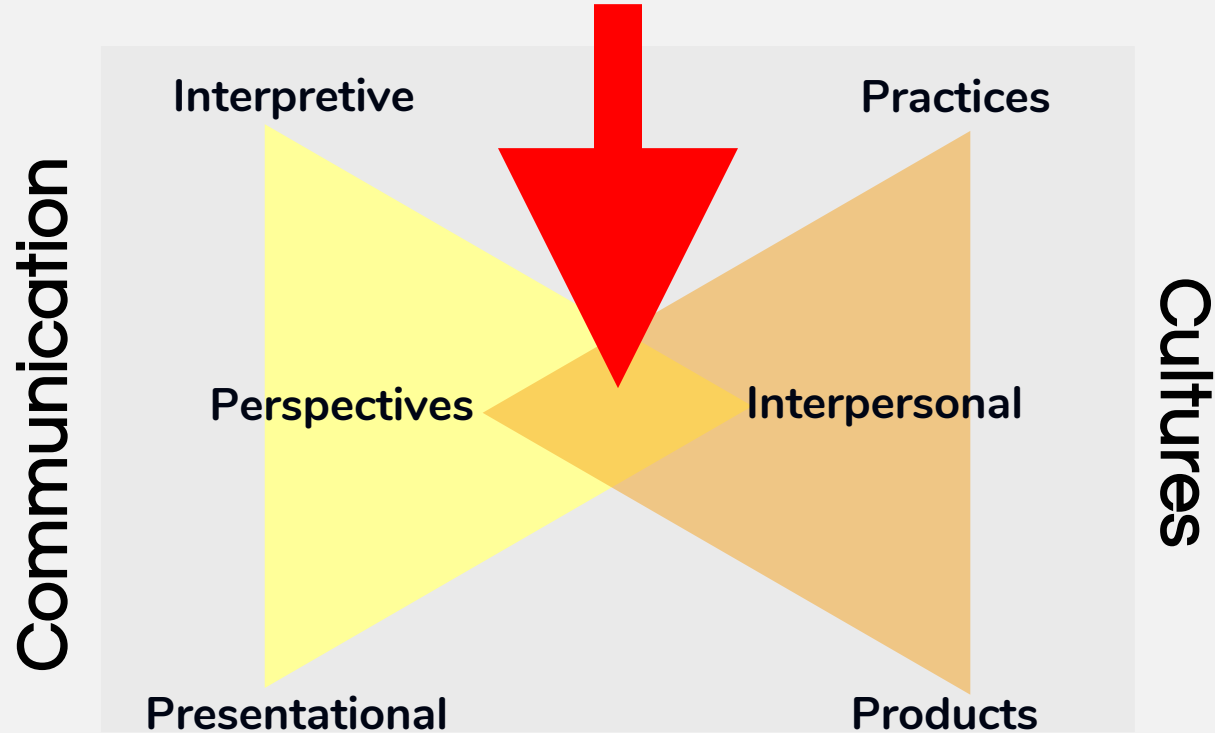
- **Definition:**

The dynamic process of actively communicating with people from different cultural backgrounds while being guided by one's knowledge and understanding of the target cultures

- **3 Competencies:**

- Investigation of products and practices
- Understanding of cultural perspectives
- Participation in cultural interaction

Interculturality



ORAL PROFICIENCY LEVELS IN THE WORKPLACE

ACTFL Level	ILR	Language Functions	Corresponding Professions/Positions*	Examples of Who Is Likely to Function at This Level
Distinguished	5	<i>Ability to tailor language to specific audience, persuade, negotiate. Deal with nuance and subtlety.</i>	Foreign Service: Diplomat, Contract Negotiator, International Specialist, Intelligence Specialist	<ul style="list-style-type: none"> Highly articulate, professionally specialized native speakers Language learners with extended (17 years) and current professional and/or educational experience in the target culture
	4			
Superior	3	<i>Discuss topics extensively, support opinions, hypothesize. Deal with linguistically unfamiliar situations.</i>	University Language Professor, Financial Services Marketing Consultant, Foreign Area Officer, Lawyer, Judge, Court Interpreter	<ul style="list-style-type: none"> Well-educated native speakers Educated language learners with extended professional and/or educational experience in the target language environment
Advanced High	2+	<i>Narrate and describe in past, present, and future. Deal effectively with an unanticipated complication.</i>	Physician, Human Resources Communications Consultant, Financial Services Senior Consultant, Quality Assurance Specialist, Marketing Manager, Financial Advisor, Broker, Military Linguist, Translation Officer	<ul style="list-style-type: none"> Language learners with graduate degrees in language or a related area and extended educational experience in target environment
Advanced Mid			Banking and Investment Services Customer Service Representative, Fraud Specialist, Account Executive, Medical Interpreter, Patient Advocate, Court Stenographer, Court Interpreter, Human Resources Benefits Specialist, Technical Service Agent, Collections Representative, Estimating Coordinator	<ul style="list-style-type: none"> Heritage speakers, informal learners, non-academic learners who have significant contact with language Undergraduate majors with year-long study in the target language culture
Advanced Low			K-12 Language Teacher, Nurse, Social Worker, Claims Processor, Police Officer, Maintenance Administrator, Billing Clerk, Legal Secretary, Legal Receptionist, 911 Dispatcher, Consumer Products Customer Services Representative, Retail Services Personnel	<ul style="list-style-type: none"> Undergraduate language majors
Intermediate High	1+	<i>Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.</i>	Fire Fighter, Utilities Installer, Auto Inspector, Aviation Personnel, Missionary, Tour Guide	<ul style="list-style-type: none"> Language learners following 6-8 year sequences of study (e.g., AP) or 4-6 semester college sequences
Intermediate Mid			Cashier, Sales Clerk (highly predictable contexts), Receptionist	
Intermediate Low				
Novice High	0+	<i>Communicate minimally with formulaic and rote utterances, lists, and phrases.</i>		<ul style="list-style-type: none"> Language learners following content-based language program in Grades K-6
Novice Mid	0			<ul style="list-style-type: none"> Language learners following 2 years of high school language study
Novice Low				

For more information about Resources from North Carolina for World Language programs:

World Languages wiki



<http://wlnces.ncdpi.wikispaces.net/>

Presentations from
Conferences, Meetings
and Professional
Development Offerings

Teacher Resources for
the Classroom &
Curriculum

Administrator Resources
for Policy, Program &
Planning

NCSCS World Language
Essential Standards &
Instructional Tools



Dual Language/Immersion (DL/I) Programs

State Level Infrastructure for DL/I

2008: K – 5 Dual Language (DL) Curriculum

2009: K – 6 DL Teacher Standards

2010: K – 12 Dual Language/Immersion
proficiency-based outcomes as part of state
standards for World Languages

2013: NC State Board of Education Task Force
Report on Global Education includes:

Commitment 2.1 Institute a plan for statewide access to dual
language/immersion opportunities beginning in elementary
school and continuing through high school.

DL/I Program Models*

	ONE-WAY IMMERSION (FULL & PARTIAL)	DEVELOPMENTAL BILINGUAL EDUCATION	TWO-WAY IMMERSION
SERVES STUDENTS WHO ARE:	NATIVE ENGLISH SPEAKERS	NATIVE TARGET LANGUAGE** SPEAKERS	NATIVE ENGLISH & NATIVE TARGET LANGUAGE** SPEAKERS (Backgrounds)
GOAL INCLUDES HIGH LEVELS OF PROFICIENCY IN:	TARGET LANGUAGE** & ENGLISH	TARGET LANGUAGE** & ENGLISH	TARGET LANGUAGE** & ENGLISH
TYPE OF BILINGUALISM:	ADDITIVE	ADDITIVE	ADDITIVE

* DL/I Program Models describe the students served.

**Target Language refers to the language other than English being used for academic content instruction.

Note: For students designated as English Learners (ELs), both the Language Instruction Educational Program (LIEP) plan and the WIDA English Language Development Standards are applicable. The DL/I program itself does not supplant the LIEP services provided to English Learners (ELs).

DL/I Instructional Time

- Instructional time varies based on the schedule of how different grade levels, subjects, etc. are scheduled to be taught
 - Percentages like 90/10, 80/20, 50/50 refer to how much of the instruction is conducted in the target language versus how much is in English.
 - Student outcomes or levels of proficiency expected in the target language are outlined in the [North Carolina World Language Essential Standards](#).

Models vs. Instructional Time

- For students designated as English Learners (ELs), both the . . .
 - District's Language Instruction Educational Program (LIEP) plan and the
 - [North Carolina - WIDA English Language Development Standards](#) are applicable.
- The DL/I program itself does not supplant the LIEP services provided to English Learners (ELs).

DL/I for North Carolina

State Board of Education Task Force on
Global Education Strategic Plan

- DL/I Statewide Advisory Group
- Targeted Expansion of DL/I Programs
- Teacher Supply & Professional Development
- Global-Ready Schools Designation

<http://www.ncpublicschools.org/curriculum/globaled/>



NC DL/I Programs Wiki:

<http://ncdliprograms.ncdpi.wikispaces.net/>

Welcome & DL/I
Team Contacts

Advisory Board

DL/I Events

NC Programs
including the
NC DL/I Program Directory

Research

Resources

Frequently Asked
Questions (FAQ)

Welcome to the North Carolina Dual Language/Immersion (NCDL/I) Programs Wikispace



This wiki is used to share information, resources and materials for dual language/immersion programs:

- to implement the [North Carolina World Language Essential Standards](#)¹ as part of the North Carolina Standard Course of Study,
- to utilize the [North Carolina English Language Development Standards](#)² (WIDA) for English Language Learners, and
- to institute a plan for statewide access to dual language/immersion choice opportunities in public education beginning in elementary school and continuing through high school, as outlined under Commitment 2.1 in [Preparing Students for the World: Final Report of the State Board of Education's Task Force on Global Education](#)³ (January, 2013).

Dual Language/Immersion (DL/I) Team Contacts

NC DL/I Program Facts

- Over 120 DL/I programs
- 33 of 115 districts have at least 1 DL/I program with each of the 8 regions represented
- Also 3 charters and 6 independent schools
- 7 languages
 - Cherokee (1)
 - Chinese (12)
 - French (6)
 - German (4)
 - Greek (1)
 - Japanese (4)
 - Spanish (93)





NC State Board of Education Global Education Strategic Plan

From Planning to Doing . . .
Global-Ready Schools Designation
Global Languages Endorsement

NC Global-Ready Schools Implementation Rubric

The January 2015 SBE adopted Rubric:

Articulates a common language for Global -Ready School implementation strategies and establishes a continuum describing beginning-to-great global schools through the 4 Levels of Achievement.

Serves as a guide for schools or other organizations in the design and/or implementation of Global-Ready leading and learning efforts.

May be used to reflect on characteristics of a school model and to plan action steps for the future.



<http://www.ncpublicschools.org/globaled/actions/item4-2>

GLOBAL LANGUAGES ENDORSEMENT NC'S SEAL OF BILITERACY UNDER SBE POLICY GCS-L-007

A. Earn ≥ 2.5 GPA in required 4 ELA courses

B. Establish Intermediate Low proficiency or higher

in 1 or more languages in addition to English by:

i. Taking an external exam on approved list

OR

i. Completing a 4-course sequence with ≥ 2.5 GPA

OR

i. Using the CDM policy to establish IL proficiency

A. Limited English Proficiency (LEP) students complete A and B above and reach “Developing” on WIDA scale in all four domains



GLOBAL LANGUAGES ENDORSEMENT

2014 - 2015

- 1,583 graduates earned a GLE
- 27 out of 115 districts
- All 8 regions represented



2015 - 2016

- 2,401 graduates earned a GLE
- 27 out of 115 districts plus 1 charter
- All 8 regions represented
- 8 languages for GLEs
Arabic, Chinese, French, German, Japanese, Latin, Spanish, Swahili

GLOBAL LANGUAGES ENDORSEMENT

For more information,
see the
Global Languages Endorsement wikipage



[http://gled.ncdpi.wikispaces.net/
Global+Languages+Endorsement](http://gled.ncdpi.wikispaces.net/Global+Languages+Endorsement)
on the Global Education wiki

Activity:

2 Takeaways & 1 Question

- What are the 2 main takeaways that you're going to share with another educator about how you can graduate global ready students with a language advantage?
- What is 1 question that you're going to:
 - Ask now so everyone can share
 - OR
 - Find the answer to after this presentation?

Contact Information

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