

U.S. Department of Education

Washington, D.C. 20202-5335



Rank #1

APPLICATION FOR GRANTS UNDER THE

FOREIGN LANGUAGE ASSISTANCE PROGRAM SEA
CFDA # 84.293C
PR/Award # T293C090007

Closing Date: MAY 27, 2009

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter c (for example, e1, e2, c3, etc.).

Application for Federal Assistance SF-424		Version 02	
* 1. Type of Submission		* 2. Type of Application: * If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication		<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application		<input type="checkbox"/> Continuation * Other (Specify)	
<input type="checkbox"/> Changed/Corrected Application		<input type="checkbox"/> Revision	
* 3. Date Received:		4. Applicant Identifier:	
5/27/2009			
5a. Federal Entity Identifier:		* 5b. Federal Award Identifier:	
		NA	
State Use Only:			
6. Date Received by State:		7. State Application Identifier:	
8. APPLICANT INFORMATION:			
* a. Legal Name: West Virginia Department of Education			
* b. Employer/Taxpayer Identification Number (EIN/TIN):		* c. Organizational DUNS:	
556000768		824700371	
d. Address:			
* Street 1:		Building 6 Room 318	
Street 2:		1900 Kanawha Blvd E.	
* City:		Charleston	
County:		Kanawha	
State:		WV	
Province:			
* Country:		USA	
* Zip / Postal Code:		25305	
e. Organizational Unit:			
Department Name:		Division Name:	
f. Name and contact information of person to be contacted on matters involving this application:			
Prefix:		* First Name:	
Mr.		Robert	
Middle Name:			

* Last Name: Crawford

Suffix:

Title: Coordinator, World Languages

Organizational Affiliation:

* Telephone Number: (304)558-2691 Fax Number: (304)558-6268

* Email: RCRAWFORD@ACCESS.K12.WV.US

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.293C

CFDA Title:

Foreign Language Assistance Program SEA

*** 12. Funding Opportunity Number:**

042109-003C

Title:

Foreign Language Assistance Program-State Educational Agencies (SEAs)

13. Competition Identification Number:

84.293C

Title:

Foreign Language Assistance Program-State Educational Agencies (SEAs)

14. Areas Affected by Project (Cities, Counties, States, etc.):

West Virginia

*** 15. Descriptive Title of Applicant's Project:**

(WVDE) Elementary Media-Based World Language Curriculum Project (Language LEAPER)

Attach supporting documents as specified in agency instructions.

Attachment:

Title :
File :

Attachment:

Title :
File :

Attachment:

Title :
File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: WV-2

* b. Program/Project: WV-ALL

Attach an additional list of Program/Project Congressional Districts if needed.

Attachment:

Title :
File :

17. Proposed Project:

* a. Start Date: 8/17/2009

* b. End Date: 6/30/2012

18. Estimated Funding (\$):

a. Federal	\$ 123033
b. Applicant	\$ 0
c. State	\$ 129929
d. Local	\$ 0
e. Other	\$
f. Program Income	\$
g. TOTAL	\$ 252962

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on 5/26/2009.

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Dr. * First Name: Steven

Middle Name:

* Last Name: Paine

Suffix:

Title: State superintendent of schools

* Telephone Number: (304)558-2681 Fax Number:

* Email: DVERMILL@ACCESS.K12.WV.US

* Signature of Authorized Representative: * Date Signed:

Application for Federal Assistance SF-424 Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev. 7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:
Name of Authorized Certifying Representative: Dr. Steven Paine
Title: State superintendent of schools
Date Submitted: 05/26/2009

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

1. Type of Federal Action: <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input checked="" type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0 Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: West Virginia Department of Education Address: Bldg. 6, Room 318 City: Charleston State: WV Zip Code + 4: 25305-0330 Congressional District, if known: 02	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency: U.S. Department of Education	7. Federal Program Name/Description: Foreign Language Assistance Program SEAs CFDA Number, if applicable: 84.293C	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): West Virginia Department of Education Address: Bldg. 6 Room 318, 1900 Kanawha BLVD. E City: Charleston State: WV Zip Code + 4: 25305-0330	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Dr. Steven Paine Title: State superintendent of schools Applicant: West Virginia Department of Education Date: 05/26/2009	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

APPLICANT'S ORGANIZATION		
West Virginia Department of Education		
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE		
Prefix: Dr.	First Name: Steven	Middle Name:
Last Name: Paine		Suffix:
Title: State superintendent of schools		
Signature:	Date:	
_____	05/21/2009	

ED 80-0013

03/04

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.**

Applicants should use this section to address the GEPA provision.

Attachment:

Title : GEPA Responses

File : C:\Documents and Settings\rcrawford\Desktop\FI AP to send\Response to GEPA.doc

Response to GEPA (General Education Provision Act), Section 427, Requirements

The proposed WVDE project has been designed to create a media-based elementary world language curriculum for the state of West Virginia. The media-based design of the project ensures the equitable access of an elementary world language project for all of West Virginia's students. The program is designed to be implemented in a classroom regardless of the ability of the school to staff the classroom with a language –proficient instructor. Likewise, the program seeks to identify research-vetted instructional practices that will support the implementation of a media-based program in the classroom. Program materials will be provided at no cost to districts that employ the use of the program. Additionally, provisions will be provided with the program and the instructional materials to make sure that facilitators and teachers have the support mechanisms needed to make the materials inclusive and accessible to a variety of students with diverse needs.

**SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS**

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
Mr. Robert Crawford

Address:

* Street1: Building 6, Room 318
Street2: 1900 Kanawha BLVD. E.
* City: Charleston
County: Kanawha
* State: WV* Zip / Postal Code: 25305 * Country: USA

* Phone Number (give area code) Fax Number (give area code)
(304)558-2691 (304)558-6268

Email Address:

RCRAWFORD@ACCESS.K12.WV.US

2. Applicant Experience

Novice Applicant Yes No Not applicable

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1, 2

No Provide Assurance #, if available:

Please attach an explanation Narrative:**Attachment:**

Title : Exemptions Narrative

File : C:\Documents and Settings\rcrawford\Desktop\FLAP to send\Exempt Research

Exempt Research Narrative

WVDE Elementary Media-Based World Language Curriculum Project

C DFA# 84.293C Foreign Language Assistance Program

Exemption #1: The research conducted through the proposed project will be conducted in an established educational setting of a classroom. Research will be conducted to examine the effectiveness of media-based and traditional face-to-face best instructional strategies in world language education.

Exemption #2: The proposed project will employ the use of adapted forms of established and standard foreign language achievement/aptitude test/assessments including: Student Oral Proficiency Assessment (SOPA), the Early Language Listening and Oral Proficiency Assessment (ELLOPA), the LinguaFolio Jr., and the National Online Early Language Learning Assessment (NOELLA). These assessments have been researched and employed in the past in traditional foreign language classroom settings. Any student information obtained during the research will not directly identify individual student subjects. The principal investigator will not participate directly in any activities being observed.

ABSTRACT – CDFA# 84.293C Foreign Language Assistance Program

Applicant

West Virginia Department of Education (WVDE)

Title of Program

(WVDE) Elementary Media-Based World Language Curriculum Project (Language LEAPER)

Type of Program

Content-Related FLES program

Languages

Japanese & Mandarin Chinese

Schools

Selection of 22 pilot schools from WV's eight RESA's (Regional Educational Service Agencies)

Grade Levels

K-5

Total Number of Students

- 2,644 students served by the end of the project
- 1,444 students served during the first year of piloting (Phase 2)
- 1,200 students served during the second year of piloting (Phase 3)

Project will support foreign language learning primarily during the traditional school day?

 X Yes No

Project Description

The West Virginia Department of Education (WVDE) seeks to establish, improve and expand the teaching of foreign languages at the elementary level by developing a content-related and media-based elementary world language curriculum model for the critical need languages of Mandarin Chinese and Japanese. Geographical isolation and a teacher shortage are two elements that have challenged the establishment and expansion of world language education within the state. As a result, the state has implemented innovative uses of technology to support the delivery of language instruction at the middle school and Pre-k levels. The WVDE project proposes to build upon prior success in developing media-based language programs in order to fill the instructional gap that currently exists at the elementary level. Upon completion of the proposed project, the state will have a systemically designed and reviewed media-based elementary curriculum and assessment program in world languages that will complete an articulated sequence of language learning that starts in Pre-k and culminates in high school.

The WVDE Language LEAPER program will be developed as a content-related and media-based FLES program that addresses the National Foreign Language Standards in addition to cross-curricular West Virginia content standards. The project will build upon and adapt existing curriculum documents that have been developed by other state curriculum projects. Once a curriculum framework for the WVDE project has been developed for grades K-5, media-based

units and lessons will be designed to be delivered over a 90 minute weekly instructional sequence that is divided into three 30 minute sessions. At the center of each session is a contextualized and culture-embedded media episode presented exclusively in the target language that introduces the content-related topic of study. Each episode is supported by best-practice and age-appropriate instructional activities that afford students the opportunity to actively engage in meaningful interpretive, interpersonal and presentational communicative tasks.

A central strength of the WVDE Language LEAPER program will be the balanced assessment program that will provide benchmarking and proficiency outcome data. WVDE is partnering with the Center for Applied Linguistics (CAL) to ensure the integrity of the assessment component of the Language LEAPER program. Specifically, the program will incorporate ongoing authentic performance-based assessments and self-assessment in order to measure what students can do with their language skills. Additionally, CAL will provide technical assistance in adapting SOPA, TOM-SOPA and ELLOPA proficiency language assessments in order to gather summative student proficiency data.

The WVDE Elementary Project proposes three goals that work collectively toward the outcome of creating a deliverable state world language elementary program that will meet the objectives of (1) expanding the number of elementary programs in the state and (2) improving the quality of elementary world language instruction. The WVDE program goals are as follows:

- To develop a content-related and standards-based state elementary curriculum framework for world languages that is proficiency-based and that addresses other cross-curricular content standards and objectives.
- To develop a media-based model and a face-to-face model for the elementary curriculum that promotes best-practice world language instruction and to provide training to teachers/facilitators on how to implement the models in the classroom effectively.
- To develop/identify and implement appropriate ongoing and summative assessments to measure student language proficiency.

The WVDE project proposes specific objectives that (1) measure the completeness and quality of the curriculum project and the delivery models (2) provide student proficiency assessment data at specific benchmarks (3) compare the effectiveness of instruction in a media-based classroom with that of a face-to-face classroom.

The completion of the WVDE Elementary Project will provide a complete content-related media-based elementary curriculum K-5 for the State of West Virginia. The piloting of the program will provide important data related to student proficiency outcomes as measured by embedded program assessments. Additionally, the project will provide reporting of the expansion of the number of elementary world language programs in the state as a result of the implementation of the pilot. Likewise, a thorough evaluation of the program and student assessment data will give indication of the quality of the project for replication in other states with similar instructional needs.

Partners: CAL, Helena Curtain (Early Language Consultant), Multiple WVDE Offices, West Virginia Public Broadcasting, Marshall University, West Virginia University

Contact Information:

Robert Crawford/Coordinator, World Languages/ 304-558-2691/ rcrawford@access.k12.wv.us.

Project Narrative

Project Need

West Virginia is a rural state known widely for majestic mountains, lush wilderness landscapes and warm hospitality. The state's slogan campaign *West Virginia: Wild and Wonderful* beckons adventurers from across the world to come and explore West Virginia's natural beauty. Nevertheless, in spite of the many tourists that come to visit West Virginia annually, the state's unique demographic and geographic qualities have contributed to a pattern of isolation which has resulted in a lack of cultural diversity in the state. As a result, West Virginia ranks last among the states in the number of residents who speak a language other than English (U.S. Census Bureau, 2007). This lack of ethnic, racial, and religious diversity has produced challenges for the educational system to provide opportunities for students to develop international awareness and proficiency in a second language.

In recent years the West Virginia Department of Education (WVDE) has made significant strides to overcome this linguistic and cultural deficit. In November 2005, West Virginia became the second state to join the 21st Century Skills Partnership for Learning. The Partnership's framework emphasizes global awareness, information technology literacy, critical thinking, communication skills, and business, economic and civic literacy. Like No Child Left Behind (NCLB), the Partnership also specifically recognizes foreign languages as a core subject of study. As part of this new statewide commitment, WVDE has implemented several initiatives and policy regulations designed to strengthen and expand foreign language education in West Virginia. State Board of Educational Policy 2510, *Assuring the Quality of Education: Regulations for Education Programs*, requires that foreign languages be available to students in grades 7-12. The policy also includes a graduation requirement of two courses in the same

foreign language for students in the *Professional Pathway*. Finally, WVDE Policy 2510 recommends that foreign languages be offered as separate courses in grades 5 and 6. Under the same policy, the study of foreign languages is encouraged in Kindergarten through grade 4.

Some West Virginia districts have been propelled by supporting state policy to begin the process of initiating language learning at the elementary level. Specifically, Ohio and Wayne counties initiated Spanish elementary FLEX programs three years ago while Harrison and Monongalia counties implemented new Chinese elementary FLES language programs during the 2008-2009 school year. WVDE partnered with early language learning expert Helena Curtain to provide a technical support meeting to districts as they initially planned for their first year of program delivery at the elementary level. Despite the advancements in these identified districts, a declining state population to support the tax base, a limited number of foreign language teachers, and sparsely-populated areas are a few of the constraints that have challenged the expansion of foreign language education and policy. To answer this need WVDE has looked to emerging technology as a means to deliver quality instruction across the state. In 2002 through an Advanced Placement (AP) Incentive Grant from the United States Department of Education, WVDE developed a virtual Spanish 1A/1B course which ensures that all seventh and eighth grade students in West Virginia have access to a quality foreign language program that meets national and state foreign language standards in addition to Southern Regional Education Board (SREB) technology quality standards. In 2005, the state launched the development of its digital media-based *LinguaPod* initiative. The program was developed through the *West Virginia Foreign Language Expansion* project that was funded through a SEA Foreign Language Assistance Program (FLAP) Grant. *LinguaPod* program materials have been developed in the languages of Chinese, French, Japanese and Spanish and are designed to provide sixth grade

students with the opportunity to develop active interpretive listening skills in a select language and to foster appreciation for other cultures and languages. It will be available statewide to all sixth grade foreign language programs in fall 2009. Finally, in the fall of 2009 West Virginia's Pre-k programs will have access to the West Virginia digital media-based *Language Trekkers* program. Resources for the *Language Trekkers* program have been developed in the same strategic languages of Chinese, French, Japanese and Spanish and are designed to integrate naturally into the state's existing Pre-k curriculum. *Language Trekkers* uses traditional and familiar songs and stories to introduce foreign languages to students and is supported contextually with developmentally appropriate learning activities.

To continue efforts to build a seamless foreign language curriculum for West Virginia's students, the next goal is to fill the instructional gap that exists between the middle and pre-k levels. This intent is echoed by findings in both the *Foreign Language Teacher Shortage Committee's Report of December 2000* and the *West Virginia 21st Century World Language Strategic Plan* approved by the State Board of Education in January 2008. Produced as a roadmap to world language proficiency document, the 2008 WVDE strategic plan identifies a central goal of increasing student proficiency in world languages and expanding critical needs language programs. The plan also identifies three key areas for focus that include: targeting younger learners; exploring technology for delivery of instruction and documenting proficiency through appropriate assessment. **Therefore, the purpose of this proposal is to develop a content-related and performance-based elementary world language curriculum for the State of West Virginia which can be delivered via a digital media-based model or face-to-face classroom teacher model.** The addition of the proposed elementary component, called the *Language LEAPER* program, would provide a full elementary curriculum and assessment program in world

languages that would complete an articulated sequence of learning that starts in Pre-k and culminates in high school. Implementation of such an initiative at the elementary level program of studies would assure that all West Virginia students would have equal access to world languages, a core academic subject. Specifically the project would address the following challenges in West Virginia:

- **Curriculum** – The WVDE elementary project would culminate with the development of a standards-based and content-related state world language curriculum framework for the elementary level grades K-5. Current elementary world language instruction for specific grade levels is not defined at the state level.
- **Assessment** – In addition to establishing a defined curriculum at each grade level, ongoing formative assessment for learning measures would be designed and implemented to gauge student progress. Likewise, upon the completion of each grade level, a culminating summative assessment will be administered to benchmark and monitor annual student performance. Currently no state-level assessment for world languages exists at the elementary level in WV.
- **Teacher Professional Development** – Once the state curriculum and assessments have been created, elementary face-to-face classroom teachers and site facilitators will receive ongoing professional development related to implementing the elementary program effectively. Both existing elementary teachers and new teachers/facilitators would have the opportunity to receive ongoing state sponsored professional development related to the program using the state's e-course initiative and face-to-face traditional approaches.
- **Geography and Staffing** – The digital media-based delivery option of the program addresses geographical and staffing challenges. Schools in isolated areas of the state will have

access to the curriculum modules to implement via a trained classroom facilitator. Ongoing training will be provided to the classroom facilitator who will alleviate staffing concerns.

Quality of the Project Design

Sufficient Time Allocation and Connected Sequential Instruction: The benefits of foreign/world language study are numerous. Research confirms that both overall academic gains and increased awareness of other cultures are achieved through foreign language study. Therefore, it is reasonable to believe that the earlier students are exposed to meaningful language learning, the greater the potential positive outcomes. The American Council on the Teaching of Foreign Languages (ACTFL) has declared their support of early language learning through a position statement that asserts: *Since research shows that an early language learning experience generally results in the development of native or near-native pronunciation and intonation, it is recommended that students be provided the opportunity to learn a second language as early as possible in school. This early language learning experience not only helps to develop native-like pronunciation but also promotes higher levels of proficiency if the student continues in a well-articulated sequence of language learning.....These benefits accrue with instruction that is continuous throughout the school year, connected grade to grade, and more frequent than twice per week, adding up to at least 90 minutes per week, at both the elementary and middle school levels.* The WVDE Elementary Project will include implementation requirements for West Virginia schools that meet national time allocation and sequencing requirements (minimum of three 30 minutes sessions per week).

Meaningful Context and Culture Integration: Respected early language learning experts Helena Curtain and Carol Ann Dahlberg (2004) identify a set of key concepts for success in the elementary foreign language program. They specify that children learn new languages best when

instruction is conducted in the target language with a focus on meaningful contexts. Additionally, Curtain and Dahlberg mention the importance of integrating culture, implementing frequent ongoing assessment, defining across-the-curriculum goals, establishing performance standards and age/developmentally–appropriate instruction in programs (p. xiv). Myriam Met, former director of the National Foreign Language Center at the University of Maryland and long-time early language learning advocate reiterates many similar characteristics of effective elementary school foreign language instruction in the April 2009 edition of the *Language Educator*. Additionally, Met indicates that the content of the elementary school curriculum should be integrated with language learning. Each unit within the WVDE Elementary Project will be embedded in the context of content-related instruction and will be supported by cultural content integration throughout.

Proficiency Assessment: Finally, in recent years national assessment tools have been designed to track and monitor student language proficiency and the development of cultural competencies at the early language learning level. The Center for Applied Linguistics (CAL) has developed the Student Oral Proficiency Assessment (SOPA) for grades 1-8 and the Early Language Listening and Oral Proficiency Assessment (ELLOPA) for grades Pre-k-2. These proficiency instruments allow students to demonstrate their highest level of performance in oral fluency, grammar, vocabulary, and listening comprehension. Other emerging national assessment tools include the National Online Early Language Learning Assessment (NOELLA) and the LinguaFolio, Jr. The WVDE Elementary Project includes both a formative and summative assessment component that will provide measurable outcomes of increasing student proficiency.

The design of the WVDE Elementary Project seeks to address the essential components of effective world language early language learning programs as defined by the research and

practice already mentioned while simultaneously addressing the unique staffing and geographical considerations presented in the state. Furthermore, the project is designed to significantly impact West Virginia's current world language curriculum by:

- Providing a systemic approach to world language *program establishment/ expansion* at the elementary level by assuring that all schools and all students can access a quality early language learning FLES program through a media-based model or face-to-face model delivery option.
- Providing a systemic approach to world language *instructional improvement* at the elementary level by assuring that all schools and students can receive a quality, content-related and standards-based early language learning FLES program.
- Providing collaboration with schools and school systems in all of West Virginia's 55 counties through the delivery of the program to students and through professional development opportunities for school-based administrators, staff, teachers, and classroom facilitators.
- Establishing a complete, sequential, and articulated world language program at the elementary school level.

The WVDE Elementary Project is comprised of three specific goals that collectively work toward the outcome of creating a deliverable state elementary world language program that will expand and improve elementary world languages in the state. The specific goals identified for the project include the following:

GOAL 1: To develop a content-related and standards-based state elementary curriculum framework for world languages that is proficiency-based and that addresses the state's other core content curriculum standards and objectives.

GOAL 2: To develop a digital media-based curriculum delivery model and a face-to-face delivery model for the elementary *Language LEAPER* program that promotes best

practice world language instruction and to provide training to teachers/facilitators on how to implement the models in the classroom effectively.

GOAL 3: To develop/identify and implement appropriate ongoing and summative performance assessments to measure student language proficiency.

The WVDE Elementary Project has been designed to be completed in three essential phases of development. Each phase is guided by a set of goals and performance objectives that result in a specific product or outcome. Upon the completion of the final phase, West Virginia will have a complete standards-based elementary world language curriculum framework for grades K-5 that can be delivered via a digital media-based or face-to face method, which includes ongoing performance-based assessment to measure student language proficiency. Below is a listing of the phases of development and a list of expected outcomes at each stage:

Phase 1: Curriculum Framework Development K-5 (Planning) and Media-Based/Face-to-Face Model Development K-1

Goal 1.1: To assemble a curriculum framework team (two cross-curricular content teachers from each elementary grade level, one world language teacher for each grade level, one national early language learning consultant, two national world language assessment developers from the Center for Applied Linguistics (CAL), two native level language specialists and WVDE staff) to develop a content-related and performance-based elementary world language curriculum framework for the languages of Chinese and Japanese that includes the following areas of development:

a. Curriculum Mapping – Sequential unit design with an emphasis on national and local world language and other cross-curricular content area standards

b. Performance-based and Formative Assessment Design – Utilizing the “end in mind” approach to create ongoing performance assessments with rubrics and identifying progress indicators and student performance goals for measurement with the program evaluation

c. Lesson and Unit Design – Initial adapting and designing/scaffolding of lesson activities and overall units

d. Curriculum Framework Review, Summative Student Assessment and Program Evaluation – A comprehensive review of the completed framework K-5 and assessment components which includes the identification or adapting of existing assessments like the Early Language Listening and Oral Proficiency Assessment (ELLOPA), the Student Oral Proficiency Assessment (SOPA), the Teacher Observation Matrix (TOM-SOPA), LinguaFolio, and the National Online Early Language Learning Assessment (NOELLA) to collect assessment data.

Objective: (Planning) At the end of phase one, 100% of the state elementary world language curriculum framework (world language standards, content-related themes and standards, predicted proficiency outcomes, curriculum sequencing map) for grades K-5 for the languages of Chinese and Japanese will be produced and internally reviewed/evaluated for quality indicators. Curriculum framework unit overviews will receive a quality rating of 85% or greater in limited field testing.

Specific Outcome/Product: Completed and evaluated elementary world language curriculum framework that includes: overviews for 36 units (one unit per grade level K-5/ per six weeks at each level), 36 performance-based assessment tasks and self-assessment instruments (one per unit), and identification/adaptation of national summative assessment tools. Specific performance measures for reporting include: **GPRA 1.1** the number of teachers in the state receiving training as a result of the project (teachers involved in the development of the project).

Goal: 1.2 To assemble a digital media model curriculum development team (one media curriculum technician, four native-level speaking language teacher performers, two puppet performers, two cross-curricular content teachers from each elementary level, one world language teacher for each level, two national assessment developers (CAL) and WVDE Staff) to simultaneously develop instructional units and media resources for the digital media-based delivery model and the face-to face model of the elementary world language curriculum K-1 through a process that includes:

- a. Developing language specific units/lessons/instruction** – Developing and adapting media-based and face-to-face instructional units/lessons/assessment
- b. Filming and editing of media model** – The filming and editing of the adapted curriculum using native-level speaking audio performers and characters
- c. Designing/Adapting of an access platform** – Designing/adapting of the WV Learns platform to create an online access portal for the media units
- d. Media Curriculum Review/Evaluation/Refinement** – A comprehensive review of the completed units and evaluation of the support resources with refinement based upon feedback

Objective: (Planning) At the end of phase one, 100% of the of the production for the media-based and face-to-face delivery models (digital media units, instructional materials, props, and access portal) of the state elementary world language curriculum grades K-1 for the languages of Chinese and Japanese will be complete. Completed units will receive a quality indicator of 85% or greater in the areas of content and technical aspects as gathered through internal and field testing review/evaluation.

Outcome/Product: Completed and evaluated digital media-based delivery model and the face – to-face model of the elementary world language curriculum K-1 that includes – 12 media units

(one unit per grade level K-1/ per six weeks at each level), 12 performance-based assessment tasks and self-assessment instruments (one per unit), teacher/classroom facilitator instructional manual including support resources.

Phase 2: K-1 Classroom Pilot Implementation and Media-Based/Face-to-Face Model Development 2-3

Goal 2.1: To work collaboratively with West Virginia's eight Regional Education Service Agencies (RESA's), county-level administrators and the national assessment developers (CAL) to initiate a controlled pilot of the digital media-based delivery model in ten K-1 classrooms and a pilot of the face-to-face delivery model in two K-1 elementary world language classrooms through a process that includes the following:

- a. **Teacher Professional Development Training** – Ongoing instructional and assessment training to elementary world language teachers, classroom facilitators, and county administrators implementing both delivery models of the world language elementary curriculum
- b. **Student Assessment** – Administering of the identified program assessment to both delivery models of the world language elementary curriculum and collection and analysis of data, and
- c. **Program Evaluation** – Evaluation of the face-to-face delivery training and curriculum model.

Objective: At the end of phase two (year one of the classroom pilot K-1), using the CAL COPE/SOPA or ELLOPA Oral Proficiency Assessment Rating Scale, **40%** of the students tested at the kindergarten level will be performing at the **Jr. Novice-Mid level in Listening Comprehension**. Hence, they will be able to understand *simple* questions, commands and some new sentences. The other **60%** will be performing at the **Jr. Novice-Low level** and will be able to understand *predictable* questions, statements and commands in familiar contexts. All students

are expected to perform at the **Jr. Novice-Low level** in the Oral Fluency categories (including grammar and vocabulary). These expectations are ambitious yet reasonable considering the limited prior language experience of the students before entering the program.

Outcome/Product: A piloted and evaluated media-based and face-to-face elementary world language curriculum with training and assessment (Kindergarten) data. Specific performance measures for reporting include: **GPRA 1.1** the number of teachers in the state receiving training as a result of the project and **GPRA 1.2** the number of schools that use the assessments, standards, or curriculum developed by the project.

Goal 2.2: To assemble a digital media model curriculum development team (one media curriculum technician, four native-level speaking language performers, two puppet performers, two cross-curricular content teachers from each elementary level, one world language teacher for each level, two national assessment developers (CAL) and WVDE Staff) to simultaneously develop instructional units and media resources for the digital media-based technology delivery model and the face-to-face model of the elementary world language curriculum grades 2-3 through a process that includes:

- a. **Developing language specific units/lessons/instruction** – Developing and adapting media-based and face-to-face instructional units/lessons/assessment
- b. **Filming and editing of media model** – The filming and editing of the adapted curriculum using native-level speaking audio performers and characters.
- c. **Designing/Adapting of an access platform** – Designing/adapting of the WV Learns platform to create an online access portal for the media units
- d. **Media Curriculum Review/Evaluation/Refinement** – A comprehensive review of the completed units and evaluation of the support resources with refinement based upon feedback.

Objective: (Planning) At the end of phase two, 100% of the production for the media-based and face-to-face delivery models (digital media units, instructional materials, props, and access portal) of the state elementary world language curriculum grades 2-3 for the languages of Chinese and Japanese will be complete. Completed units will receive a quality indicator of 85% or greater in the areas of content and technical aspects as gathered through internal and field testing review/evaluation.

Outcome/Product: Completed and evaluated digital media-based delivery model and the face-to-face model of the elementary world language curriculum grades 2-3 that includes – 12 media units (one unit per grade level (2-3)/ per six weeks at each level), 12 performance-based assessment tasks and self-assessment instruments (one per unit), teacher/classroom facilitator instructional manual including support resources.

Phase 3: K-2 Classroom Pilot Implementation and Media-Based/Face-to-Face Model Development 4-5

Goal 3.1: To work collaboratively with West Virginia's eight Regional Education Service Agencies (RESA's), county-level administrators and the national assessment developers (CAL) to continue a controlled pilot of the digital media-based delivery model in ten additional K-1 classrooms (20 total) and a pilot of the face-to-face delivery model in the existing two K-2 elementary world language classrooms through a process that includes the following:

- a. Teacher Professional Development Training** – Ongoing instructional and assessment training to elementary world language teachers, classroom facilitators, county administrators implementing both delivery models of the world language elementary curriculum
- b. Student Assessment** – Administering of the identified program assessment to both delivery models of the world language elementary curriculum and collection and analysis of data

c. **Program Evaluation** – Complete program evaluation of both delivery models of the world language elementary curriculum and program training

d. **Regional and National Dissemination** – Dissemination of program data, products and process work through presentations at SCOLT, ACTFL and other regional and national conferences.

Objective: At the end of phase three (year two for existing ten media-based pilot schools and the two face-to-face classrooms/ year one for additional ten media-based pilot programs), using the CAL COPE/SOPA or ELLOPA Oral Proficiency Assessment Rating Scale, **80%** of the students tested at the 1st grade level will be performing at the **Jr. Novice-Mid level** in **Listening Comprehension**. Hence, they will be able to understand *simple* questions, commands and some new sentences. The other **20%** will be performing at the Jr. Novice-Low level and will be able to understand *predictable* questions, statements and commands in familiar contexts. At least **10%** of the students are expected to perform at the **Jr. Novice-Mid level** in the Oral Fluency categories (including grammar and vocabulary) and will be able to use memorized expressions and show emerging signs of creating with the language. The remaining **90%** will be performing at the **Jr. Novice-Low Level** and will be able to use limited isolated words and two word phrases. Kindergarten students tested in the new media-based delivery model pilot classrooms are expected to perform at the same level as those students tested at the Kindergarten level as defined in phase two testing. These expectations are ambitious yet reasonable considering the language experience of the students before entering the program.

Outcome/Product: Implemented and evaluated face-to-face and digital media technology delivery models of the West Virginia elementary world language curriculum with training and assessment data (Kindergarten and 1st grade for second year pilot classrooms and Kindergarten

for first year media-based classrooms). Specific performance measures for reporting include:
GPRA 1.1 the number of teachers in the state receiving training as a result of the project and
GPRA 1.2 the number of schools that use the assessments, standards, or curriculum developed by the project. The project product, program data, and process work will be available to disseminate through regional and national world language conferences.

Goal 3.2: To assemble a digital media model curriculum development team (one media curriculum technician, four native-level speaking language performers, two puppet performers, two cross-curricular content teachers from each elementary level, one world language teacher for each level, two national assessment developers (CAL) and WVDE Staff) to simultaneously develop instructional units and media resources for the digital media-based technology delivery model and the face-to-face model of the elementary world language curriculum grades 4-5 through a process that includes:

- a. **Developing language specific units/lessons/instruction** – Developing and adapting media-based and face-to-face instructional units/lessons/assessment
- b. **Filming and editing of media model** – The filming and editing of the adapted curriculum using native-level speaking audio performers and characters
- c. **Media Curriculum Review/Evaluation/Refinement** – A comprehensive review of the completed units and evaluation of the support resources with refinement based upon feedback

Objective: (Planning) At the end of phase three, 100% of the production for the media-based and face-to-face delivery models (digital media units, instructional materials, props, and access portal) of the state elementary world language curriculum grades 4-5 for the languages of Chinese and Japanese will be complete. Completed units will receive a quality indicator of 85%

or greater in the areas of content and technical aspects as gathered through internal and field testing review/evaluation.

Outcome/Product: Completed and evaluated digital media-based delivery model and the face-to-face model of the elementary world language curriculum grades 4-5 that includes – 12 media units (one unit per grade level (4-5)/ per six weeks at each level), 12 performance-based assessment tasks and self-assessment instruments (one per unit), teacher/classroom facilitator instructional manual including support resources.

Project Impact: The WVDE Elementary Project is designed to meet an instructional void that exists within the state. Specifically, the project design will provide local districts the opportunity to implement a vetted content-related world language program that will continue to influence the delivery of instruction and the assessment of student language proficiency for forthcoming years. The project is designed to create accessible digital curriculum resources that counties will be able to utilize beyond the period of federal financial assistance at no cost to the individual district. The greatest significance of the project that will impact the longevity of the initial outcomes will be the increased opportunity that students will have to develop language proficiency at an earlier age. Specifically, by starting in an articulated sequence of language learning at the elementary level, students will have increased exposure to a selected target language and will have greater opportunity to increase their overall language proficiency as they continue with their language learning. Additionally, the design of the project presents a research base that offers the opportunity to make comparison studies of the proficiency outcomes between students who receive instruction in the face-to-face classrooms with those in the digital media-based technology classrooms, thus, rendering the results and outcomes of the West Virginia Project applicable to other states that might be challenged by similar geographical and staffing issues.

Actual project data, process work and final products/units will be made available to other states for possible replication.

As a State Educational Agency (SEA) project, the WVDE Elementary Project serves as an umbrella that links to all of the other local agencies that serve West Virginia students. Specifically, the dissemination of curriculum materials and the delivering of project professional development will be conducted through state initiated RESA and local district training initiatives. The development of the project will be a collaborative endeavor that involves multiple offices operating within the West Virginia Department of Education including the Office of International Schools, the Office of Curriculum Instruction and the Office of Instructional Technology. The project will also employ the talents and expertise of national consultants who represent a variety of language organizations including the National Network for Early Language Learning (NNEELL) and the Center for Applied Linguistics (CAL). Distinctively, these individuals and their organizations have been instrumental in the advancement of language learning across the entire nation. Finally, the project will enlist the aid of two of West Virginia's most prominent universities, Marshall and West Virginia University, to provide technical language expertise.

Project Rationale: The WVDE Elementary Project seeks to build upon the initiatives of existing world language curriculum projects that have already been pioneered throughout the nation. Moreover, the West Virginia project will address specific issues and challenges germane to the state. A rationale for the WVDE Elementary Project is provided below:

Language Selection – The focus of this project is to develop a state elementary world language curriculum for **Chinese** and **Japanese**. WVDE plans to replicate this process using state funding resources to simultaneously develop a curriculum for Spanish and French, the other two strategic

languages identified by the state in existing articulation language projects. Both Chinese and Japanese language programs are already underway in Pre-k and middle school programs across the state. In addition, Chinese was chosen because it is the state's most common "critical" language, currently taught in nine out of 55 school districts. West Virginia has a significant Japanese business presence throughout the state. Japanese is the state's second most commonly taught critical language. The West Virginia Department of Education operates a local international Japanese school for the children of Japanese business workers temporarily relocated to West Virginia. As a result, technical, contextual and local resources exist to support the creation of a Japanese elementary world language curriculum.

1. **Content Specific to the State** – In recent years several states, universities and National Foreign Language Resource Centers have developed standards-focused and content-based elementary world language elementary curriculum documents. Recent projects include: In Chinese – the Ohio Department of Education, the National K-12 Foreign Language Resource Center at Iowa State University, and the Minnesota Department of Education in conjunction with the University of Minnesota's Center for Advanced Research on Language Acquisition (CARLA). Similar projects have been initiated in other languages including notably the Spanish elementary and middle school articulation project in Wyoming. The WVDE has already begun research to identify, adapt, and incorporate applicable curriculum components of these successful existing projects into the WVDE Elementary Project. Nevertheless, the natural integration of an elementary world language curriculum into West Virginia's program of studies is contingent upon the relevance of the program to address WV Content Standards and Objectives (CSO's). As a result, the WV project proposes to use both the *National Standards Foreign Language Learning in the 21st Century* and WV cross-curricular content area standards as the initiating

source for the development of the WVDE Elementary Project in order to ensure program consistency and increased positive learning outcomes.

2. Media-Based Technology Models – The effectiveness and use of commercial and state developed media-based programs as a singular vehicle for delivering language instruction is an area of debate in the language teaching profession. The WVDE Elementary Project media-based program (Language LEAPER) would provide a comprehensive framework supporting language instruction and would ensure **equity of access** in areas of the nation, such as West Virginia, that lack a sufficient qualified language teaching staff. Moreover, research has been conducted to identify characteristics that define effective video-based language programs. Specifically, Rhodes and Pufahl (2004) indicate that good programs include the following components: extensive and authentic use of the foreign language, clear pronunciation by a native speaker, the use of catchy tunes, lots of repetition, humor, interesting characters, an engaging story line, opportunities for student-student/student-teacher interaction, attention to national/state standards, and content connected curriculum (p. 173). These criteria will be included in the pre- and post-production evaluation process of the Language LEAPER program. Media-based elementary world language programs, including *KITE-LL*, *Salsa and Muzzy*, have been implemented in various states like Georgia and South Carolina to initiate language learning. Furthermore, through the media-based West Virginia middle school *LinguaPod* program, the Pre-k *Language Trekkers* program and the distance learning virtual middle school Spanish course, the state has established successful experience in developing technology-based programs designed to deliver language instruction to students. The WVDE Elementary Project would capitalize on previous success within the state and findings from existing field research to design a content-related media-based delivery model that meets the instructional needs of West Virginia’s programs and

beyond. Additionally, the development of the project affords researchers the opportunity to explore additional unanswered questions including the Rhodes and Pufahl (2004) proposed: “How can video-based programs and innovative technologies best be used to increase young students’ language proficiency?” (p.182).

3. World Language Best Practice – Both the face-to-face and digital media-based delivery models of the WVDE Elementary Project will be rooted in essential design features that have been identified to produce effective world language programs. The WV project will account for specific factors and characteristics that have been identified in critical professional resources for building foreign language programs including the early language learning program guidance of Curtain and Dahlberg (2004) and the overall planning guide by Duncan et al. (2008). Components inclusive to the WV project will comprise:

- **Target Language Use** – The face-to-face model will provide scaffolding instruction and resources to encourage the classroom teacher to utilize the target language instruction exclusively. The media-based model will be filmed exclusively in the target language with **native-level speaking voices** and will employ concrete visuals, props, realia, gestures, and familiar contexts to make the learning comprehensible.
- **Instructional Lesson Design and Management** – The instructional lessons for each unit will be designed to be delivered during a cumulative weekly period of **90 minutes**. Moreover, each lesson will be sub-divided to be delivered in **3 sessions of 30 minutes each** in order to address minimum best elementary language learning practice. Each lesson will focus on **interactive content-related instruction** that is **developmentally and age appropriate** to early language learners. The instruction will be rooted in the **National Foreign Language Standards** and local **Content Standards and Objectives** and will provide students with the opportunity to

use **interpretive, interpersonal and presentational** language skills. **Culture** will be embedded and integrated naturally into each unit. Instruction will be **connected** and designed to carry **meaning and relevance** for early language learners.

- **Assessment** – Both delivery models for the West Virginia project will incorporate a variety of **formative and summative** assessments to measure student language **performance** and **cultural competency** knowledge. Ongoing informal assessment is embedded naturally into each lesson. Each unit will include **performance assessment tasks** with **rubrics**. Students' proficiency data will be documented through the use of appropriate assessment tools including **ELLOPA, NOELLA, SOPA** and **TOM-SOPA**. Students will be able to self-assess their own cultural competencies and language proficiency through a modified **LinguaFolio** self-assessment. Special adaptive accommodations will be made for the media-based delivery model in order to effectively implement assessment measures. Specific accommodations include the taping of interviews or the use of videoconferencing/Skype to assess student performance. Student performance will be measured using national scales developed by the **Center for Applied Linguistics (CAL)** that are based on the *ACTFL Proficiency Guidelines*, **American Council on the Teaching of Foreign Languages**. CAL will also provide training to teachers in how to administer and rate the SOPA and TOM-SOPA as well as monitor student assessment.

Quality of Project Personnel

Robert Crawford – Project Director

Robert Crawford has been the Coordinator, World Languages for the West Virginia Department of Education since June of 2007. Mr. Crawford earned a Bachelor of Arts in Spanish and Political Science and a Masters of Arts in Teaching from the University of Louisville. He is a National Board Certified Teacher in the certificate area of World Languages Other than English

/Early Adolescence through Young Adulthood. Prior to his employment with the West Virginia Department of Education, he taught Spanish in Louisville, Kentucky for ten years and at all the different programmatic levels including the elementary, middle and high school advanced levels. While in Kentucky, Mr. Crawford served in several leadership roles including secretary of the Kentucky World Language Association and Western Kentucky University IEQ Grant Teacher Mentor. While at the West Virginia Department of Education he has had the opportunity to serve as the replacement project director for the 2005 SEA FLAP grant awarded to West Virginia. As a result, he has been able to ensure the successful completion of the middle school *LinguaPod* program. Mr. Crawford is a member of professional language organizations including the National Council of State Supervisors for Languages (NCSSFL) and the American Council for The Teaching of Foreign Languages (ACTFL).

Amelia Courts – WVDE Project Consultant

Dr. Courts serves as the executive director of the West Virginia Department of Education's Office of International Schools (OIS). The OIS provides professional development, technical assistance, data collection, and analysis tools to help West Virginia school systems implement international education programs. Dr. Courts directs the state's Title III and ESL programs, World Languages, Multicultural Education, Japanese Language Saturday School and the Parent Involvement initiative. Dr. Courts is both internationally and locally experienced, having taught English as a Second Language for approximately six years throughout Asia (Japan, China and briefly Korea) and at Marshall University's Center for International Programs. Her languages, in descending order of proficiency, are English, Japanese and Chinese. Courts completed her doctoral degree at West Virginia University with a focus on International Education in 2004.

Helena Curtain – National Early Language Learning Consultant

Helena Curtain has varied experience as a foreign/second language educator and has taught at elementary school through high school levels. She served as Foreign Language Curriculum Specialist for the Milwaukee Public Schools for many years and in that capacity coordinated and supervised K-12 foreign language and ESL programs. She served as associate professor at the University of Wisconsin-Milwaukee and directed the Foreign Language and ESL teacher preparation programs. She is the author of various articles dealing with language instruction and the co-author (with Carol Ann Dahlberg) of *Languages and Children: Making the Match*, a well-known resource for language educators.

Helena Curtain is active professionally and has received both state and national awards for her service to the language teaching profession. She is an internationally known expert on second language teaching methodology and curriculum development, bilingual education, immersion programs and two-way immersion programs, especially at the elementary school level.

She has also served as speaker, consultant and visiting professor throughout the United States and internationally.

Nancy Rhodes – Assessment and Program Evaluation Developer

Nancy Rhodes has worked for more than 25 years in the field of elementary school foreign language education, and she collaborates with colleagues nationally to encourage long-sequence (K-12) language programs that promote high levels of proficiency. As Director of the Foreign Language Education Division at the Center for Applied Linguistics in Washington, DC, she is involved in language research, test development, and teacher training of foreign language teachers. Currently she is directing a U.S. Department of Education-funded national survey of K-12 foreign language instruction in an effort to get an updated portrait of language teaching across the country. In the past she directed a study of K-8 exemplary programs that identified criteria

for selecting model language programs -- the resultant publication was *Lessons Learned: Model Early Foreign Language Programs* (Gilzow & Branaman, 2000). Ms. Rhodes is a founding member of the National Network for Early Language Learning, an organization of elementary school foreign language teachers, program supervisors, administrators, and teacher trainers, and served as its first Executive Secretary. She co-authored *Foreign Language Teaching: What the U.S. Can Learn from Other Countries*, with I. Pufahl and D. Christian. Ms. Rhodes has a B.A. in Latin American Area Studies (Denison University), an M.S. in sociolinguistics (Georgetown University), and has taught English as a Second Language and Spanish at various levels.

Lynn Thompson – Assessment and Evaluation Developer

Lynn Thompson (M.A., International Relations, American University; M.S., Applied Linguistics, and postgraduate courses in sociolinguistics, Georgetown University), is a highly qualified professional who has been involved in K–12 and postsecondary language assessment for over 20 years. As a senior member of CAL's Foreign Language Education Division, she directed the development of the *SOPA* Online Training and currently oversees CAL's self-paced and moderated *SOPA* courses offered through e-College. She has also been involved in STARTALK program evaluation and is an instructor for the *STAR Workshop* course. She has conducted and overseen numerous professional development workshops nationally and internationally on foreign language assessment and on *ELLOPA* and *SOPA*. She has coordinated research and development of a range of oral language tests, including the *SOPA*, the *ELLOPA*, and the CAL Oral Proficiency Examination; directed the *SOPA* and *ELLOPA* validation and reliability studies; and is the author of a range of publications on assessment.

Media Curriculum Technician

WVDE will employ the talents of a professionally-trained videographer/producer/director/editor who has years of experience in developing media productions. WVDE has successfully secured curriculum technicians to complete previous projects including the WVDE media-based *LinguaPod* and *Language Trekkers* programs.

Gregory Duncan – Program Evaluator

Greg Duncan has been a foreign language educator for his entire career. After years of teaching, he held the positions of high school administrator and Coordinator for Foreign Languages and International Education in the Georgia Department of Education. Through his leadership at the state level, foreign languages in Georgia public schools enjoyed unprecedented growth in numbers and prestige, and the state's elementary school foreign language initiative was cited by the Washington, DC-based Center for Applied Linguistics as a model for the nation. In 1993, Duncan founded InterPrep, Inc., a company that provides assistance to schools, school systems and other educational entities in matters related to foreign languages and international education. Through his company, Duncan has provided consultative assistance to educational programs in 46 states and numerous foreign countries and is considered a leader in U.S. foreign language education. He was task force chair and principal writer of the *ACTFL Performance Guidelines for K-12 Learners* and recently served a lead writer for the jointly-sponsored Asia Society and College Board publication *Creating a Chinese Language Program in Your School*. He has also authored several publications for the U.S. Department of Education regarding the popular Foreign Language Assistance Program (FLAP). Likewise, Duncan has served as a grant consultant and evaluator on LEA FLAP grants in states including MS, NJ, OK and CT to mention only a few. Duncan has served in leadership roles at the national level and has been the recipient of numerous national awards.

WVDE Office of Technology Personnel – Technology Evaluation and Technical Support

Professional personnel within the West Virginia Department Office of Technology have both technical expertise and content area background. These individuals are available to evaluate the quality of the media-based delivery model and to provide technical assistance in developing/adapting an access platform to deliver the developed curriculum.

West Virginia Content Teachers – Curriculum Development Team Members

The West Virginia Department of Education Office of Curriculum Instruction has long-standing expertise in developing state curriculum documents utilizing the services of identified and trained teacher leaders in each content area. Recent curriculum projects completed and published through the Office of Curriculum Instruction include the development of 21st Century Project Based Learning and Standards Based Units of Study. Team members for the West Virginia elementary world language curriculum project will be selected from the most qualified teacher leaders.

Native-Level Language Specialists/Performers – Chinese and Japanese

The West Virginia Department of Education has utilized the talents of native speaking language specialists in the past to develop the media-based LinguaPod and Language Trekkers programs. WVDE has relied upon working relationships with faculty members from the language departments of Marshall University and West Virginia University to identify appropriate native-level performers and specialists to provide technical language expertise.

Quality of the Management Plan

Phase 1: Curriculum Framework Development K-5 (Planning) August – December 2009 &

Media-Based/Face-to Face Model Development K-1 January – June 2009

August – September 2009 (Initial Planning Meeting)

- Provide training to curriculum development team (two content teachers from each elementary level K-5, one world language teacher assigned to each level and native-level language specialists) to develop an understanding of content-related/contextualized elementary world language learning and appropriate instructional task design – *Elementary World Language Consultant (Curtain)*

(1) Provide guidance to the curriculum development team on the development of the formative assessment component of the elementary world language curriculum for both face-to-face and media-based models (2) Provide guidance to the curriculum team specifically in the crafting of performance assessments with rubrics (for each unit) that address interpretive, interpersonal, and presentational modes of communication/content learning targets/proficiency targets (3) Help establish progress indicators and student performance goals for measurement with the program evaluation. – *Assessment and Evaluation Developers CAL (Rhodes and Thompson)*

- Provide guidance to the curriculum development team regarding the initial development of the elementary world language curriculum specifically addressing: (1) Identifying language standards and key core content concepts, power standards and learning targets at each elementary grade level (2) Identifying essential and repeating functional chunks of language embedded within the core content concepts, power standards and learning targets (3) Collaboratively identifying the most appropriate standards to be included in the curriculum and to be developed into contextualized lessons/units/media modules. Developing essential driving questions for modules simultaneously. – *Project Director (Crawford), WVDE Consultant (Courts), Elementary World Language Consultant (Curtain)*

September 2009 – December 2009 (Curriculum Framework Development)

- Through two scheduled meetings and outside follow-up work the curriculum development team works collaboratively to develop an overview of 36 instructional units (six per each grade level K-5) with performance-based assessment in each language. Lesson and units will include (1) contextualized media-based story introduction (2) scaffolding instruction and ongoing assessment for learning targets. (3) In addition to Communication, address Culture/Comparisons/Connections and Communities. (4) Account for the differentiation among languages. Project Director, Elementary World Language Consultant, and Assessment and Evaluation Developers provide ongoing support during the process – *Curriculum Development Team, Project Director (Crawford), WVDE Consultant (Courts) Elementary World Language Consultant (Curtain), Assessment and Evaluation Developers CAL (Rhodes & Thompson)*

January – May 2010 (Media-Based/Face-to-face Model Development levels K-1)

- Production development for the media-based and face-to-face models of the elementary world language curriculum levels K-1 including the following tasks: (1) Completing instructional units and lesson design (2) Developing and translating scripts for individual instructional lessons/units (3) Developing instructional manuals for each language (4) Developing instructional props/video characters (5) Conducting an internal quality review of pre-production development (6) Filming, audio-recording and editing of the media-based units with program characters voiced by native-level speaking language specialists/performers (7) Internal quality review of media units (8) developing access platform for delivery of digital content. - *Project Director (Crawford), Media Curriculum Technician, Native-level language specialists, performers, Curriculum Development Team, WVDE Office of Technology*

January – May 2010(Media-Based/Face-to-Face Model Assessment Development levels K1)

- Adapting of summative and formative assessment tools to function with the media-based model for the world language elementary curriculum – *Project Director (Crawford), Assessment and Evaluation Developers CAL (Rhodes & Thompson)*

May – June 2010 (Instructional Models Review K-1 and Field Testing)

- Completed units and performance-based assessments developed by the curriculum development team are reviewed, evaluated and revised. Additionally, units will be field tested by volunteers from the early language learning national listserv Ñandutí. Another field testing for lessons and units will occur through a state organized STARTALK-like summer experience for elementary students – *Project Director (Crawford), WVDE Consultant (Courts), Elementary World Language Consultant (Curtain), Assessment and Evaluation Developers CAL (Rhodes & Thompson)*

June 2010 (Curriculum Development Program Evaluation)

Evaluation of the curriculum development including analysis of the curriculum framework development process, K-1 model development with review and field testing – *Program Evaluator (Duncan), Assessment and Evaluation Developers CAL (Rhodes & Thompson)*

Phase 2: K-1 Classroom Pilot Implementation and Media-Based/Face-to Face Model

Development Grades 2-3 July 2010-June 2011

July – August 2010 (K-1 Classroom Pilot Implementation)

- Provide initial instructional and assessment training to two face-to-face pilot sites and ten media-based pilot site teachers/classroom facilitators and building administrators/staff regarding the implementation of the K-1 models of the elementary world language curriculum. Implement curriculum at grade levels K-1. – *Project Director (Crawford), Consultation from Assessment & Evaluation Developers CAL (Rhodes & Thompson)*

July 2010 – June 2011 (K-1 Classroom Pilot Implementation)

- Provide ongoing monthly instructional and assessment training/professional development to pilot site teachers and building administrators to support the delivery of the different models of the elementary world language curriculum. – *Project Director (Crawford), Consultation from Assessment and Evaluation Developers CAL (Rhodes & Thompson)*

August 2010 – May 2011 (Media-Based/Face-to-Face Model Development levels 2-3)

- Production development for the media-based and face-to-face models of the elementary world language curriculum levels 2-3 including the process tasks identified for the development of levels K-1. – *Project Director (Crawford), Media Curriculum Technician, Native-level language specialists, performers, Curriculum Development Team, WVDE Office of Technology*

August 2010 – May 2011 (Media-Based/Face-to-Face Model Assessment Development levels 2-3)

- Adapting of summative and formative assessment tools to function with the media-based model for the world language elementary curriculum. – *Project Director (Crawford), Assessment and Evaluation Developers CAL (Rhodes & Thompson)*

May – June 2011 (Instructional Models Review 2-3 and Field Testing)

- Completed units and performance-based assessments developed by the curriculum development team are reviewed, evaluated and revised. Additionally, units will be field tested by volunteers from the early language learning national listserv Ñandutí. Another field testing for lessons and units will occur through a state organized STARTALK-like summer experience for elementary students – *Project Director (Crawford), WVDE Consultant (Courts), Elementary*

World Language Consultant (Curtain), Assessment and Evaluation Developers CAL (Rhodes & Thompson)

May 2011 (K-1 Classroom Pilot Implementation)

- Administer identified summative assessment to students in the pilot sites at the Kindergarten level and collect/analyze results. – *Project Director (Crawford), Assessment and Evaluation Developers CAL (Rhodes & Thompson)*

June 2011 (K-1 Classroom Pilot Implementation and Media-Based/Face-to-Face Model Development levels 2-3 Evaluation)

- Evaluation of the face-to-face pilot implementation and the media instructional module development including (1) analysis of the process, professional development training, and student assessment outcomes for the delivery models through the pilot (2) analysis of the development process and field testing for the Media-Based/Face-to-Face Model Development levels 2-3. – *Program Evaluator (Duncan), Assessment and Evaluation Developers CAL (Rhodes & Thompson)*

Phase 3: K-2 Classroom Pilot Implementation and Media-Based/Face-to-Face Model Development grades 4-5 2011-2012

July – August 2011 (K-2 Classroom Pilot Implementation)

- Provide continued and initial instructional and assessment training to continuing pilot sites and ten additional media-based pilot site teachers/classroom facilitators and building administrators/staff regarding the implementation of the K-2 models of the elementary world language curriculum. Implement curriculum at grade levels K-1 for new schools and K-2 for existing pilot schools. – *Project Director (Crawford), Consultation from Assessment and Evaluation Developers CAL (Rhodes & Thompson)*

July 2011 – June 2012 (K-2 Classroom Pilot Implementation)

- Provide ongoing monthly instructional and assessment training/professional development to pilot site teachers and building administrators to support the delivery of the different models of the elementary world language curriculum. – *Project Director (Crawford), Consultation from Assessment and Evaluation Developers CAL (Rhodes & Thompson)*

August 2011 – May 2012 (Media-Based/Face-to-Face Model Development levels 4-5)

- Production development for the media-based and face-to-face models of the elementary world language curriculum levels 4-5 including the process tasks identified for the development of levels K-1 and 2-3. – *Project Director (Crawford), Media Curriculum Technician, Native-level language specialists, performers, Curriculum Development Team, WVDE Office of Technology*

Aug. 2011–May 2012 (Media-Based/Face-to-Face Assessment Development levels 4-5)

- Adapting of summative and formative assessment tools to function with the media-based model for the world language elementary curriculum. – *Project Director (Crawford), Assessment and Evaluation Developers CAL (Rhodes & Thompson)*

May – June 2012 (Instructional Models Review 4-5 and Field Testing)

- Completed units and performance-based assessments developed by the curriculum development team are reviewed, evaluated and revised. Additionally, units will be field tested by volunteers from the early language learning national listserv Ñandutí. Another field test for lessons and units will occur through a state organized STARTALK-like summer experience for elementary students. –*Project Director (Crawford), WVDE Consultant (Courts), Elementary World Language Consultant (Curtain), Assessment and Evaluation Developers CAL (Rhodes & Thompson)*

May 2012 (K-2 Classroom Pilot Implementation)

- Administer identified summative assessment to students in the existing pilot sites and the additional ten media-based sites. Collect/analyze results. – *Project Director (Crawford), Assessment and Evaluation Developers CAL (Rhodes & Thompson)*

- **June 2012 (Media-Based/Face-to-Face Model Development levels 4-5 Evaluation)**

- Evaluation of the face-to-face pilot implementation and the media instructional module development including analysis of the development process and field testing for the Media-Based/Face-to-Face Model Development levels 4-5. – *Program Evaluator (Duncan), Assessment and Evaluation Developers CAL (Rhodes & Thompson)*

March – June 2012 (Comprehensive Pilot Program Evaluation)

- Evaluation of the face-to-face pilot implementation and the media-based model including:
(1) Site observations and analysis of the process, professional development training, and student assessment outcomes for both the face-to-face and media-based models (2) Comparative study of the effectiveness of each delivery model of the elementary world language curriculum (3) Comprehensive final report to be issued to the WVDE in June summarizing results of three-year program evaluation. – *Program Evaluator (Duncan), Assessment and Evaluation Developers CAL (Rhodes & Thompson)*

June 2012 – September 2012

- Prepare final federal report and prepare presentations for regional and national conferences (including ACTFL, SCOLT, etc...) – *Program Director (Crawford)*

Quality of the Project Evaluation

The WV world language elementary project employs the use of multiple methods to evaluate the project's achievement of goals, objectives and outcomes. Each phase of the project design, as

referenced in *Quality of the Project Design* section, is defined by a specific set of goals, objectives and products/outcomes. The products/outcomes specifically identify what is to be developed or achieved at each phase of the project. Likewise, the GPRA performance measures for the FLAP SEA program are specifically identified within each phase of development. The evaluation of the project will include the use of specific tools including the following:

1. **Student performance data** – The evaluation of phases two and three of the project will specifically analyze student proficiency data (see objectives for **goals 2.1** and **3.1** in project design), as collected through **CAL**, using developed and adapted national summative and formative assessment tools including **ELLOPA** and **SOPA**. Data will be collected using a nationally developed scale that is based upon the **ACTFL Proficiency Guidelines**. Ongoing formative student assessment as reported through unit performance-based assessment tasks and **LinguaFolio** type student self-assessment will provide additional qualitative and quantitative measures.

2. **Field testing data** – During phases one, two and three descriptive feedback and quality number indicators from field testing surveys will provide important qualitative project data in regards to the quality of the instructional unit design at specific phases of completion.

3. **Project participant surveys** – The project evaluator will utilize participant surveys to gather information about the project development process and teacher training to gauge the effectiveness of the approach and the potential replication by other states.

4. **Annual project reporting** – The project design provides opportunities to gather annual GPRA data to report on **Measure 1.1**: The number of teachers in the State receiving training as a result of the FLAP SEA project and **Measure 1.2**: The number of schools that use the assessments, standards, or curriculum developed by the FLAP SEA project in the state.

5. Cumulative reporting – At the completion of the project a comprehensive report will provide additional program feedback. Specifically, analysis of student proficiency data coupled with qualitative program data will provide a comparative study of the effectiveness of the delivery of the face-to-face curriculum with that of the media-based model. In particular, the opportunity exists to define the impact of the two programs on the development of student language proficiency.

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