



**2017 Project Directors Meeting**  
In Pursuit of Higher Education for All



**Family and Community Engagement  
in Dual Language Programs**

Lynn Fulton-Archer  
Delaware Department of Education

---

---

---

---

---

---

---

---

---

---



**CONTEXT  
MATTERS**



**2017 Project Directors Meeting**  
In Pursuit of Higher Education for All

---

---

---

---

---

---

---

---

---

---

**Delaware World Language Immersion**

World Language Expansion Initiative: Preparing a Globally Competitive Delaware Workforce (2011)

- 10-year initiative
- 20 immersion programs
- 10,000 students




**2017 Project Directors Meeting**  
In Pursuit of Higher Education for All

---

---

---

---

---

---

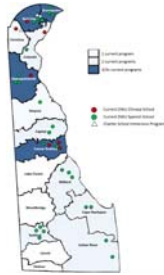
---

---

---

---

### Delaware's Immersion Programs



- 7 Chinese sites
- 25 Spanish sites
- 80% of districts
- Grades K-5
- 5000+ students
- 1 in 7 kindergarteners

DELAWARE WORLD LANGUAGE FREEDOM

**OELA** 2017 Project Directors Meeting  
In Pursuit of Higher Education for All

---

---

---

---

---

---

---

---

---

---

### Delaware's K-12 Immersion Path

Grades	Instructional Content in Immersion Language
Elementary (50% of the day; minimum 150 minutes)	Grade K-5 • Immersion Language Arts • Math • Science
Middle (30% of the day; minimum 90 minutes)	Grade 6-8 • Immersion Language Arts Grade 6-7 • Social Studies Grade 8 • Science
High (15% of the day; minimum 1 course per year)	Grade 9 • AP Immersion Language/Culture Grade 10-12 • Dual Credit Courses in immersion language

**OELA** 2017 Project Directors Meeting  
In Pursuit of Higher Education for All

---

---

---

---

---

---

---

---

---

---

### Delaware's Goal: Build Capacity



**Community of Bilingual Learners**

**OELA** 2017 Project Directors Meeting  
In Pursuit of Higher Education for All

---

---

---

---

---

---

---

---

---

---

## Identifying “Communities”

- Families of students
- Local Residents (all languages)
- Immersion Learners
- Non-Immersion Learners
- Administrators
- **TEACHERS**



---

---

---

---

---

---

---

---

## Categories of Engagement

- Language Support 
- Literacy Development 
- Cultural Awareness 
- Newcomer Needs 

---

---

---

---

---

---

---

---

WE TEND TO LOOK  
THROUGH  
LANGUAGE AND NOT  
REALIZE HOW MUCH  
POWER LANGUAGE  
HAS.

QUOTEHD.COM

Deborah Tannen  
American Sociologist

---

---

---

---

---

---

---

---

## Language Supports



- Strategic Pairs/Strategic Partners
- Student Callers
- HS/ES Language Mentors
- The “Abuelito” Program / Foster Grandparents
- Language Lesson Exchange

 **OELA** 2017 Project Directors Meeting  
In Pursuit of Higher Education for All

---

---

---

---

---

---

---

---

*Did you know?*

Parent involvement is the number one predictor of early literacy success.

(NEA, 2007)

[edutopia.org](http://edutopia.org)

 **OELA** 2017 Project Directors Meeting  
In Pursuit of Higher Education for All

---

---

---

---

---

---

---

---

## Literacy Development



- Storyteller Series'
- Family Literacy Nights
- Family Literacy Series'
- United Way's Reading Angels Program
- DOE EL Action Plan / Literacy Coalition Partnership

 **OELA** 2017 Project Directors Meeting  
In Pursuit of Higher Education for All

---

---

---

---


---

---

---

---

**LANGUAGE AND CULTURE ARE THE FRAMEWORKS THROUGH WHICH HUMANS EXPERIENCE, COMMUNICATE, AND UNDERSTAND REALITY. (LEV VYGOTSKY, 1968)**



**2017 Project Directors Meeting**  
In Pursuit of Higher Education for All

---

---

---

---

---

---

---

---

**Cultural Awareness** 

- “Mi Cultura” Teacher Presentations
- Hispanic Heritage Month Partnerships
- Latin American Community Center Programs
- Chinese New Year Outreach
- “Our Culture” Monthly Highlights



**2017 Project Directors Meeting**  
In Pursuit of Higher Education for All

---

---

---

---

---


---

---

---

**To establish supports that are appropriate and effective, it is critical for educators to acknowledge newcomers' individual strengths, the resilience they developed through the immigration process, and their rich potential for building on life experiences and prior schooling**

Birman (2002)



**2017 Project Directors Meeting**  
In Pursuit of Higher Education for All

---

---

---

---

---

---

---

---

## Newcomer Needs



- Immigration and Resident Right's Programs
- La Esperanza Empowerment Sessions
- Mid-Atlantic Equity Center Interactive Webinar Series
- OELA Newcomer Toolkit

---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

## Educator Engagement and Support

- Immersion Teacher Preparation cannot keep pace with Immersion Program Growth
- In Delaware, less than 20% of current immersion teachers have taught in immersion prior to taking their position in the state
- Immersion teachers must be both content teachers AND language teachers



---

---

---

---

---



---

---

---

An Essential Question

**How do we empower teachers without overwhelming them?**


---

---

---

---

---

---

---

---

DE Professional Learning Framework

**Our Professional Learning Goals**

*"Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change." Delaware Professional Learning Standards*





---

---

---

---

---

---

---

---

DE Professional Learning Structure

- Is ongoing, cyclical, and collaborative
- Is offered for both English and TL teachers
- Addresses both content and language topics
- Is differentiated by grade-level bands
- Includes language proficiency targets for all grades and all skill areas
- Deepens teacher understanding of language acquisition, and ACTFL and WIDA standards




---

---

---

---

---

---

---

---

The infographic is divided into three vertical panels. The left panel features the Seaford School District logo and text: "Seaford School District", "Two-Way Spanish Immersion in ALL elementary schools", and "High EL population (Spanish, Haitian-Creole)". The middle panel features a pyramid diagram and text: "Credit for Native Language Proficiency Project", "Many Haitian-Creole and Hispanic students with 'Advanced-level' language", and "Delaware Certificate of Multiliteracy". The right panel features the CTE logo and text: "High school students enrolling in 'Biomedical Pathway' with prospects of medical translation" and "Students enrolling in 'Teacher Preparation Pathway' with goals to teach in immersion". A double-headed arrow is at the bottom of the panels. The footer includes the OELA logo and text: "2017 Project Directors Meeting" and "In Pursuit of Higher Education for All".

---

---

---

---

---

---

---

---

The slide features a background image of a dense forest. The text reads: "Communication leads to community, that is, to understanding, intimacy and mutual valuing." followed by "Rollo May". Below the quote, it lists "Lynn Fulton-Archer" and "lynn.fulton@doe.k12.de.us". The footer includes the OELA logo and text: "2017 Project Directors Meeting" and "In Pursuit of Higher Education for All".

---

---

---

---

---

---

---

---