

# **Raising the Profile of the World Language Department in Your District**



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# Advocacy

\*n. the act or process of supporting a cause or proposal : the act or process of advocating something.

<http://www.merriam-webster.com/>

# Why Advocacy?

What issues are you facing with your language program?

- \* In your school?
- \* In your district?



# Advocacy Now

- \* What are you doing to protect, support and promote language education on all levels?

# What are other states doing?

- \* **Delaware:** [Governor's World Language Expansion Initiative](#)
- \* **Utah:** [Dual Language Immersion Program](#) in Chinese, French, Portuguese, & Spanish
- \* **California, New York:** [Seal of Biliteracy](#) to Recognize High School Graduates Who Demonstrate Proficiency in Multiple Languages
- \* **Oregon:** [Portland Public Schools Immersion](#) in Chinese, Japanese, Russian, Spanish, and soon Vietnamese

# What is RI Doing?

- \* Rhode Island Roadmap to Language Excellence
  - \* 5th State Language Roadmap
  - \* Developed by business, government, & education
- \* Flagship-Chinese Acquisition Pipeline (F-CAP)  
Consortium of leading K–12 experts, State Education Agencies, Local Education Agencies, and Chinese Language Flagship Centers across 19 states – (*extends beyond Chinese to improve K-16 language education overall*)

# What Language Skills Do Rhode Island Businesses Need?

## Global Operations

### Current Needs:

- \* Spanish
- \* Chinese
- \* French
- \* German

### Future Needs (Both):

- Chinese
- Brazilian Portuguese
- Arabic

## Domestic Operations

### Current Needs:

- \* Spanish
- \* Portuguese
- \* Khmer (Cambodian)
- \* Haitian Creole



# What Languages do RI Government Agencies Need?

- \* Spanish
- \* Cape Verdean Creole
- \* Portuguese
- \* French
- \* Hmong



[uri.edu/rilanguage](http://uri.edu/rilanguage)

[facebook.com/rilanguage](https://facebook.com/rilanguage)



# RI Roadmap Vision: All RI Graduates Bilingual/Biliterate by 2030

- \* K-16 Language Sequences in ALL RI Districts
  - \* Locally-determined languages
  - \* **K-8:** Dual Language Immersion Programs (50% of day in target language)
  - \* Choice to add another language in middle school
  - \* **6-12:** World Language Model Remains





# Advocacy: State and National

What can you do to advocate for K-12 dual language immersion?

How can your district get involved?



# Advocacy: State and National

## Tips from ACTFL

- \* [Bring the Message to Organizations Beyond the Language Profession](#)
- \* [Build Coalitions](#)
- \* [Cultivate Connections and Network with Local, State and National Decision-Makers](#)
- \* [Get on the Agendas of State Decision-Makers](#)
- \* [Invite Members of Congress to Your School](#)
- \* [Use Key Online Sources to Stay Informed and In Touch with Legislators](#)
- \* [Volunteer to Testify for or Against Bills that Affect Language Education](#)

# Advocacy: Community and School

## Reactive and Proactive Work

Educate all stake holders!

Open your doors!

Seize the opportunity!

Do your homework and use powerful tools!

Build coalitions!

Don't back down!

Let them all think every week is Foreign Language Week!

[Newest ACTFL position statement](#)



# Advocacy: Community and School Important Tools

- \* [CCSS and ACTFL Crosswalk](#)
- \* [21<sup>st</sup> Century Skills Map for World Languages](#)
- \* [TELL Project](#)
- \* [Framework for Teacher Evaluation\(RI\)](#)

# Advocacy: Using the TELL tool

- \* Teacher Effectiveness
- \* Professional Goal-setting
- \* Self Advocacy



# Goal-setting Activity

## 1. TELL/RIDE Professional Practice

Starting Monday, what will you do differently? What resources will you use?

## 2. TELL/RIDE Professional Foundations

Starting next week, what will you strive to do? What resources will you use?



# Advocacy

\* What will you do now?



conference action plan document - Microsoft Word

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Paragraph: Bullets, Numbering, Indentation, Orientation, Language, Font Face, Font Size

Table Tools: Design, Layout

Styles: Normal, No Spacing, Heading 1, Heading 2

<b>ADVOCACY Action Plan</b>	<b>GOAL:</b>	<b>RATIONALE:</b>
	<b>STRATEGY:</b>	

<b>ACTION STEPS</b>	<b>EVIDENCE</b>	<b>TIMELINE</b>	<b>COORDINATOR</b>	<b>PARTICIPANTS</b>	<b>EX SU</b>
<i>Describe the specific action steps that will support the goal and strategy above.</i>	<i>List the data and evidence that will be collected, tracked, and analyzed.</i>	<i>Indicate when the proposed action steps will be carried out and completed.</i>	<i>Name the lead coordinator and supply any relevant information about the role.</i>	<i>List the names of additional participants and describe their roles in the process.</i>	<i>Indica (if app exte provi in c the a</i>

# Advocacy Resources

- \* **American Council on the Teaching of Foreign Languages (ACTFL)**
  - \* [ACTFL Advocacy Page](#)
  - \* [What the Research Shows About the Benefits of Language Learning](#)
  - \* [Become an Advocate in 8 Easy Steps](#)
- \* **Joint National Committee for Languages & The National Council for Languages and International Studies (JNCL-NCLIS):**  
<http://www.languagepolicy.org/>
- \* **[Center for Advanced Language Proficiency Education and Research \(CALPER\)](#)** at PennState
- \* **National Council of State Supervisors for Languages (NCSSFL)**
  - \* Position Paper: [Foreign Language Education for ALL Students](#)
  - \* [NCSSFL Publications](#)
  - \* [Other Publications](#)
- \* **Languages/Language Advocacy Infographics on [Pinterest](#)**

# Call for Multilingual Skills

- \* Committee on Economic Development. (2006). [\*Education for global leadership: The importance of international studies and foreign language education for U.S. economic and national security.\*](#) Washington, DC: Author.
- \* Duncan, A. (2010). [\*Education and the language gap.\*](#) Remarks from the CIA Foreign Language Summit.
- \* Klein, J. I., & Rice, C. (2012). [\*U. S. education reform and national security: Independent task force report no. 68.\*](#) New York, NY: Council on Foreign Relations Press.
- \* National Security Education Program. (2007). [\*Flagship centers unveil state language roadmaps.\*](#)
- \* Panetta, L. E. (2000). [\*Foreign language education: If scandalous in the 20<sup>th</sup> century, what will it be in the 21<sup>st</sup> century?\*](#) Retrieved March 2, 2011 from Stanford University, Department of Language and Culture.



# For more information...

- \* [Link to RIFLA Advocacy Page](#)
- \* Get involved
- \* Partner up

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