Raising the Profile of the World Language Department in Your District

Erin Papa, URI Chinese Language Flagship Program
Sarah Steverman, Westerly Public Schools
n. the act or process of supporting a cause or proposal: the act or process of advocating something.
What issues are you facing with your language program?

* In your school?
* In your district?
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

**Future Needs (Both):**
- Chinese
- Brazilian Portuguese
- Arabic
What Languages do RI Government Agencies Need?

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

uri.edu/rilanguage  facebook.com/rilanguage
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 stakeholders!
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
CCSS and ACTFL Crosswalk
21st 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
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?
What will you do now?
<table>
<thead>
<tr>
<th>ACTION STEPS</th>
<th>EVIDENCE</th>
<th>TIMELINE</th>
<th>COORDINATOR</th>
<th>PARTICIPANTS</th>
<th>EXPECTED OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the specific action steps that will support the goal and strategy above.</td>
<td>List the data and evidence that will be collected, tracked, and analyzed.</td>
<td>Indicate when the proposed action steps will be carried out and completed.</td>
<td>Name the lead coordinator and supply any relevant information about the role.</td>
<td>List the names of additional participants and describe their roles in the process.</td>
<td>Indicate the impact of the project on the organization and any other expected outcomes.</td>
</tr>
</tbody>
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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


For more information...

- Link to RIFLA Advocacy Page
- Get involved
- Partner up

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