

Elementary Chinese Immersion Task Force

FUTURE OPTION DEVELOPMENT

INFORMATION AND INSTRUCTIONS



Timeline & Process

The first two meetings have set the stage for the development of future programming options. At the April meeting a significant amount of information was shared in a report that was provided to the Task Force and greater community. Beginning with the June meeting, the Task Force will begin to generate future options for consideration by the Board of Education. During the June meeting, parameters and the process for the development of ideas were shared. Individuals will have the opportunity over the summer to gather their thoughts and ideas for future options. They will submit those ideas prior to the next meeting and that information will be shared with the full committee prior to the August meeting. At the August Meeting, members will be assigned a work group made up of heterogeneous roles/perspectives. This work group will have the task of discussing presented options, finding commonalities and evaluating those options. The September and October meetings will be used to narrow down the ideas into final proposals for the Board of Education.

JUNE 7	Process to Develop Options for Consideration <i>Options Due August 14th</i>
AUGUST 29	Committee Review of Options Small Group Discussion
SEPTEMBER 19	Committee Discussion of Options Development of "Short List"
OCTOBER 24	Arrive at Options to Present to the BOE
NOVEMBER 9	BOARD of EDUCATION MEETING Present Task Force Recommended Options

For the sake of clarity, task force members are charged with designing options that address the general construct of a program ensuring Mandarin instruction. These ideas may or may not follow an immersion framework. That is up to the various members of the task force as they design options for consideration. District administration will, as a result, address the delivery of proposals or, in other words, the administrative needs associated with the implementation of the program design(s). In sum: The Task Force has been charged with determining solutions to program design allowing for the

Roles & Responsibilities

Task Force Members:	Design program framework/model options
Administration:	Design delivery solutions associated with the implementation of framework options
Board of Education:	Review design and delivery solution options , analyze the pros and cons of said options, vote to approve a model for mandarin instruction moving forward.

sustainability of programming. The administration of the program is the responsibility of the superintendent and other district administrators. Program proposals as requested here will emphasize instructional program design.

Assumptions, Problem Statements and Non-Negotiables

The following are considered non-negotiables when designing solutions for the continuation of Mandarin instruction in the Blue Valley School District; more specifically when designing potential Chinese Immersion program revisions. Team ideas/proposals will be evaluated based on how well that idea/proposal adheres to the non-negotiables, enhances sustainability related to the problem statements and accommodates the assumptions.

Assumptions

Assumption	Explanation
Mandarin language instruction should continue in the Blue Valley School District.	<i>There should be no solution generated that removes Mandarin instruction from Blue Valley Schools. The district is committed to continuing to offer Mandarin as a world language option and would like to extend that option to as many students as possible.</i>
The existence of an instructional program should be designed to avoid sporadic program interruption year to year as a result of staffing difficulties.	<i>The best solutions will allow for a staffing pattern that ensures consistent high-quality instruction. The number of staff required as well as the license requirements affect the District's ability to ensure high-quality instruction.</i>
The district can maintain its financial obligation to sustain the program designed to provide Mandarin language instruction.	<i>The District is prepared to invest in a program design that may continue to require expenditures beyond the standard elementary general education per pupil expenditure.</i>
The current delivery model is not sustainable.	<i>Given the challenges with staffing, including the turnover rate of the English-side teachers, viable options provide the program with relief from the stressors outside the control of the district (e.g. lower numbers of people going into education, requirement to be elementary licensed, etc.)</i>
The delivery model needs to be adjusted to increase long-term sustainability.	<i>The best program options would represent programming changes that allow for many years of uninterrupted learning of Chinese. The program must evolve so that it is more sustainable from a human resource standpoint. Contributing factors to the challenge include the requirement for Kansas elementary classroom teacher licensure and the general reduction of viable teaching candidates for all positions in education.</i>
The program's proficiency goal is intermediate low/high fluency and success on the AP Chinese exam is unchanged.	<i>The goal of students achieving success on the AP Chinese test in high school should be the endpoint towards which all solutions/ideas should point. This level of proficiency represents significant skill and positions students well for post-secondary study or use in many workplace situations.</i>

Problem Statements

Problem Statement	Explanation
The ability to attract and retain high-quality, KSDE elementary licensed and Mandarin-speaking teachers impacts the sustainability of the Chinese Immersion Program.	<p><i>The main challenge facing the Chinese immersion program is staffing. While Blue Valley has been able to identify and hire enough teachers to this point, it has been done with extraordinary and unsustainable effort. The main sticking point is the elementary licensure that is required by the state of Kansas to teach core areas. In the current model, Chinese-side teachers teach math, science and social studies, requiring the elementary classroom licensure. Being licensed to teach Mandarin as a second language does not allow a teacher to teach in the current immersion program. Blue Valley must seek elementary core licensed candidates who speak fluent Mandarin.</i></p> <p><i>Other challenges that can also be hurdles to placing a Chinese-side teacher are the willingness to relocate, the original state of licensure, immigration status and qualifications. Blue Valley maintains high expectations for all teachers and those standards are applied to immersion candidates.</i></p> <p><i>Finally, because the position on the English side can be rather intense, with more students, there is a high turnover rate among those who fulfill the positions on the English side of the program. This turnover creates a need for additional, repetitive training as well as an impediment to long-term sustained growth/improvement.</i></p> <p><u>KSDE Licensure Regulations</u></p>
The current delivery model, since its inception, has not been revisited to ensure the sustainability of program delivery.	<p><i>With the first group of immersion students matriculating to middle school and six years of program administration nearly complete, it is appropriate to take stock of the program and plan for its future success.</i></p>
While the proficiency goal of intermediate low/high fluency and success on the AP Chinese exam is unchanged, the current delivery model has not been reviewed and revisited since its inception.	<p><i>There are many ways to achieve proficiency in a language. The best solutions will maintain the original rigorous goals and adapt the program delivery model in the district. The original goals were based on guidance from ACTFL and prepare students for language use in their post-secondary lives.</i></p> <p><u>Oral Proficiency Levels in the Workplace</u> from ACTFL</p>

Non-Negotiables

Non-Negotiable	Explanation
Elementary core curriculum is the prioritized curriculum for all K-5 students.	<i>The four core curricular areas are the priority in elementary school. Students' learning in the area of English literacy, math, social studies and science is the bedrock of a high-quality K-12 experience and post-secondary success. Viable solutions hold the learning of these four subjects as the focus.</i>
When Mandarin instruction is provided it will occur within the assigned times of the elementary instructional school day.	<i>So that all families and students can participate, future options for programming must occur during the normal school day.</i>
The program may be accessed by students from the following student populations: <ul style="list-style-type: none">• Gifted Education• Special Education• General Education• English to Speakers of Other Languages (ESOL)	<i>The program design must be accessible for all students for whom program placement would be appropriate. For students receiving special education services the appropriateness of placement is determined by the IEP team. For students receiving ESOL services, this is determined in consultation with the ESOL program educators and family.</i>
All solutions and related details must comply with the district's contractual obligations within the negotiated agreement with the Blue Valley Education Association.	<i>Teachers in Blue Valley are under contract with the district. The terms of the contract are outlined in the negotiated agreement document. All teachers and administration are bound by its terms. Only solutions that adhere to this agreement will be viable for consideration.</i>
Teachers must have the appropriate Kansas license for their district-assigned position.	<i>Teachers who teach core subjects (ELA, math, social studies and science) must be licensed by KSDE. They must hold a current license for elementary education. Teachers teaching Chinese (no core content) would only require K-12 Chinese licensure.</i>
Teacher salaries and benefits may not be privately funded or exceed the parameters set forth by the negotiated agreement.	<i>It is not allowable to pay some teachers outside the terms of the negotiated agreement. Private funding sources for teaching salary enhancements are prohibited and violate the negotiated agreement.</i>
The placement of the instructional programs at school sites is an administrative function and is outside the boundaries of the charge of the Chinese Task Force.	<i>The Task Force has been charged with determining possible solutions to the sustainability challenge and recommending program changes. How that program is eventually administered is the responsibility of the superintendent and other district administrators. Proposals should focus on program design while the administration has the responsibility of delivery of said program such as recruitment efforts, communication, site location, etc.</i>

Non-Negotiable**Explanation**

The program must be administered in a fiscally responsible manner and shall not exceed current program expenses and require Human Resource needs consistent with the needs of the program.

The district is committed to having Chinese as an option in Blue Valley and to the additional costs that come with that commitment. Viable options will maintain or reduce current levels of expenditures of district funds and human resources.

The program outcome must prepare students for the AP Chinese test in high school and provide a path to intermediate low/high proficiency levels.

There are many viable paths to second language proficiency. Consideration should be given to various paths to proficiency, but any solution should set students up for the end goal of success on the AP Chinese exam at some point in high school.

Task Force Member Instructions

Over the summer, Task Force Members have the opportunity but are not required to develop program design proposals or generate ideas for consideration. At the August meeting, these proposals and ideas will be shared and the full Task Force will begin to narrow down ideas that will be included in the final proposal(s) that will be presented to the Board of Education. Task Members will use the process below when identifying, recording and sharing proposals/ideas. This consistency of design approach will ensure that all Task Force voices enter the conversation on a level playing field and that the Task Force meets the timeframe set forth by the Board of Education.

1. Use the provided information in the [original evaluation report](#) and the [supplemental data report](#). These documents provide facts and figures upon which to build.
2. Focus solutions on improving the design of Chinese programming at the elementary level to increase sustainability.
3. Use the Future Option Template to organize your proposal and consider its alignment with the non-negotiables. The link to access this document will be sent to you directly in email.
4. Submit a proposal by 5:00 p.m. on Monday, August 14. Please submit your proposal through email to Kelly Ott at klott@bluevalleyk12.org.

Please note:

- Task Force members' proposals will be public.
- Task Force members may work individually or with others to develop a proposal.
- Task Force members may each submit one proposal.
- Only Task Force members may submit proposals, but input may be used from stakeholders not part of the Task Force.
- Refrain from using names of specific staff in proposals.
- The program model and student experience should be the focus on each proposal. Administrative details should not be part of the proposal. Examples include the items below. These topics may be addressed after a program model is approved by the BOE:
 - specific program site
 - teacher recruitment
 - teacher assignment
 - new family recruitment
 - program communication