



# **Guide for Administrators of Elementary-Level and Immersion World Language Programs in Louisiana Schools**

Paul G. Pastorek  
State Superintendent of Education

Revised July 2010

# State Board of Elementary and Secondary Education

**Mr. Keith Guice***President*

5th BESE District

**Mr. Walter Lee***Vice President*

4th BESE District

**Ms. Louella Givens***Secretary/Treasurer*

2nd BESE District

**Mr. James D. Garvey, Jr.**

1st BESE District

**Ms. Glenn Lee Buquet**

3rd BESE District

**Mr. Charles E. Roemer**6<sup>th</sup> BESE District**Mr. Dale Bayard**

7th BESE District

**Ms. Linda Johnson**

8th BESE District

**Mr. John L. Bennett**

Member-at-Large

**Ms. Penny Dastugue**

Member-at-Large

**Ms. Connie Bradford**

Member-at-Large

**Ms. Jeanette Vosburg**

Executive Director

For further information, contact:

Dr. Scott Norton, Assistant Superintendent  
Office of Student and School Performance  
(225) 342-3406, [scott.norton@la.gov](mailto:scott.norton@la.gov)

The Louisiana Department of Education (LDE) does not discriminate on the basis of sex in any of the education programs or activities that it operates, including employment and admission related to such programs and activities. The LDE is required by Title IX of the Education Amendments of 1972 (Title IX) and its implementing regulations not to engage in such discrimination. LDE's Title IX Coord. is Patrick Weaver, Deputy Undersecretary, LDE, Exec. Office of the Supt.; PO Box 94064, Baton Rouge, LA 70804-9064; 877-453-2721 or [customerservice@la.gov](mailto:customerservice@la.gov). All inquiries pertaining to LDE's policy prohibiting discrimination based on sex or to the requirements of Title IX and its implementing regulations can be directed to Patrick Weaver or to the USDE, Asst. Sec. for Civil Rights.

This public document was printed at a cost of \$1,032.50. Three hundred fifty (350) copies of this public document were published in the third printing at a cost of \$1,032.50. The total cost of all printings of this document including reprints is \$2,507.00. This public document was published by the Louisiana Department of Education, Office of Student and School Performance, P. O. Box 94064, Baton Rouge LA 70804, to provide administrators involved in elementary world languages programs with guidance for planning, implementing, and assessing these programs. Funding for publication of this document is provided by the Foreign Language Model Program 8(g) grant. This material was printed in accordance with the standards for printing by State Agencies established pursuant to R. S. 43:31.



**STATE OF LOUISIANA**  
**DEPARTMENT OF EDUCATION**  
**POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064**  
Toll Free #: 1-877-453-2721  
<http://www.louisianaschools.net>

July 29, 2010

Dear Administrator:

We are pleased to make this manual, *Guide for Administrators of Elementary-Level and Immersion World Language Programs in Louisiana Schools*, available to assist you in implementing world language programs in your school(s). Included in this guide is information regarding Board of Elementary and Secondary Education (BESE) policy, immersion and second language programs, resources, staffing, research, best practices, and program evaluation.

An articulated elementary-level foreign language program is mandated in grades four through eight as outlined in *Bulletin 741: Louisiana Handbook for School Administrators*. This mandate is in step with the *Elementary and Secondary Education Act (ESEA)* that designates world language learning a core curricular area.

As the Louisiana Department of Education moves toward its vision to create a world-class education system for all, we must prepare students to be effective citizens in a global market. World Language education is a strategic pillar in this endeavor. Research indicates that long, extended, continuous sequences of second language study result in the following benefits:

- High proficiency in a second language;
- Performance as well as or better than non-language studying students on standardized tests of English and math;
- Enhanced problem-solving capabilities;
- Improved memory;
- Enhanced understanding of one's primary language;
- Increased awareness of and more positive attitudes toward other cultures and people; and
- Better preparedness for the 21<sup>st</sup> century job market.

As you may know, Louisiana's immersion programs are recognized as models for the rest of the United States and for Europe. Guidelines for implementing world language immersion programs were established by the Louisiana Consortium of Immersion Schools and were approved by BESE. The guidelines for immersion programs are contained within this document.

If you have any questions or need additional information concerning current policies pertaining to elementary-level world language programs, please contact the Department's World Language staff in the Division of Curriculum Standards at (225) 342-1152. You may also use the Department's toll-free number listed above.

Sincerely,

Paul G. Pastorek  
State Superintendent of Education

***"An Equal Opportunity Employer"***

This guide is intended for use by supervisors and principals administering elementary-level world language programs in Louisiana Schools. For further assistance, Louisiana Department of Education personnel can be contacted as follows:

Terri Hammatt, World Language Program Consultant  
Division of Curriculum Standards  
Louisiana Department of Education  
P.O. Box 94064  
Baton Rouge, LA 70804  
Tel: (225) 342-1152  
Toll free: 1-877-453-2721  
E-mail: [terri.hammatt@la.gov](mailto:terri.hammatt@la.gov)

David G. Beste, World Language Program Consultant  
Division of Curriculum Standards  
Louisiana Department of Education  
P.O. Box 94064  
Baton Rouge, LA 70804  
Tel: (225) 342-1152  
Toll free: 1-877-453-2721  
E-mail: [david.beste@la.gov](mailto:david.beste@la.gov)

Roxane Coron, Educational Consultant (For Foreign Associate Teachers of French)  
Haynes Academy  
1416 Metairie Road  
Metairie, LA 70005  
Tel: (504) 881-4091  
E-mail: [roxane.coron@la.gov](mailto:roxane.coron@la.gov); [roxanecoron@aol.com](mailto:roxanecoron@aol.com)

Felipe Nah, Educational Consultant (For Foreign Associate Teachers of Spanish)  
Frasch Elementary School  
540 S. Huntington  
Sulphur, LA 70663  
Tel: (337) 263-3725  
E-mail: [fnah2@yahoo.com](mailto:fnah2@yahoo.com)

The Louisiana Department of Education home page can be accessed at <http://www.louisianaschools.net>. By selecting the *curriculum* link, information about foreign language programs, professional development opportunities for teachers, and current world languages initiatives/projects can be obtained. This information is updated

---

periodically. In addition, downloadable world languages lessons are available at this site.

A number of organizations, as well as foreign government representatives, partner with the Louisiana Department of Education in sustaining the Louisiana Elementary World Language Program. Listed below is their contact information.

**Council for the Development of French in Louisiana (CODOFIL)**  
**<http://www.codofil.org>**

David Cheramie, Ph.D.  
Executive Director  
CODOFIL  
217 rue Principale Ouest  
Lafayette, LA 70501  
Tel: (337) 262-5810  
Toll free: 1-800-259-5810  
E-mail: [dcheramie@crt.state.la.us](mailto:dcheramie@crt.state.la.us)

Jessica Cormier, Assistant to  
Foreign Associate Teachers  
CODOFIL  
217 rue Principale Ouest  
Lafayette, LA 70501  
Tel: (337) 262- 5764  
Toll free: 1-800-259-5810  
E-mail: [jcormier@crt.state.la.us](mailto:jcormier@crt.state.la.us)

**Government of France**

Olivier Brochenin  
French Counsel General  
1340 Poydras St. Suite 1710  
New Orleans, LA 70112  
Tel: (504) 569-2870  
FAX: (504) 569-287  
<http://www.consulfrance-nouvelleorleans.org>

Aude Ghespiere  
Program Officer for Educational and  
Cultural Affairs  
1340 Poydras St. Suite 1710  
New Orleans, LA 70112  
Tel: (504) 569-2879  
E-mail: [aude.ghespiere@diplomatie.gouv.fr](mailto:aude.ghespiere@diplomatie.gouv.fr)

Samantha Chareille  
French Technical Consultant  
French Education Project  
123 Peabody Hall  
Louisiana State University  
Baton Rouge, LA 70803  
Tel: (225) 578-2326  
E-mail: [schareille@lsu.edu](mailto:schareille@lsu.edu)

**Government of French-Speaking Community of Belgium**

Eliane de Pues Levaque  
Permanent Government Representative  
P.O. Box 94064  
Baton Rouge, LA 70802  
Tel: (225) 342-3588  
E-mail: [walbrula@aol.com](mailto:walbrula@aol.com)

---

### **Government of Spain**

Don Daniel Chamorro  
Consul General of Spain  
2102 World Trade Center  
2 Canal Street  
New Orleans, LA 70130  
Tel: (504) 525-4951, (504) 525-7920  
Fax: (504) 525-4955  
<http://www.maec.es/subwebs/Consulados/NuevaOrleans/es>

Antonio Matarredona  
Spanish Education Project Director  
308 Peabody Hall  
Louisiana State University  
Baton Rouge, LA 70803  
Tel: (225) 578-5039  
Fax: (225) 578-8821  
E-mail: [antonio.matarredona@mec.es](mailto:antonio.matarredona@mec.es)  
[amatarre@lsu.edu](mailto:amatarre@lsu.edu)

### **Louisiana Foreign Language Teacher's Association (LFLTA)** <http://www.ulm.edu/languages/LFLTAm.html>

Anita Greenwood  
LFLTA President  
Ruston High School  
Ruston, LA  
Tel: (318) 225-4988  
E-mail: [algreenwood1@gmail.com](mailto:algreenwood1@gmail.com)

Maria Blanca Wortham  
LFLTA Past President  
Department of Foreign Languages  
University of Louisiana at Monroe  
Monroe, LA 71209  
Tel: (318) 342-1531  
E-mail: [wortham@ulm.edu](mailto:wortham@ulm.edu)

### **Louisiana Consortium of French Immersion Schools (LCIS--French)**

Peggy Feehan  
LCIS French Co-President  
Tel: (337) 332-2105  
E-mail: [peggy-feehan@stmartin.k12.la.us](mailto:peggy-feehan@stmartin.k12.la.us)

Michelle Haj-Broussard, Ph.D.  
LCIS French Co-President  
Tel: (337) 475-5418  
E-mail: [mbroussard@mcneese.edu](mailto:mbroussard@mcneese.edu)

### **Louisiana Consortium of Spanish Immersion Schools (LCIS—Spanish)**

Martha Gastanaduy  
LCIS Spanish President  
Tel: (504) 779-8236  
E-mail: [mgastanaduy@isl-edu.org](mailto:mgastanaduy@isl-edu.org)

Margarita Ovalle  
LCIS Spanish Vice-President  
Tel: (225) 343-6630  
E-mail: [margaritayeb@yahoo.com](mailto:margaritayeb@yahoo.com)

---

## Table of Contents

<b>What Is Louisiana’s Foreign Language Mandate?</b> .....	<b>1</b>
<b>How Do Local School Systems Staff the Mandate</b> .....	<b>2</b>
Louisiana Teachers.....	2
Foreign Associate Teachers.....	3
Income Tax Liabilities and Withholdings from Foreign Associate Teachers.....	4
<b>How Is the Foreign Language Mandate Funded?</b> .....	<b>6</b>
Salaries.....	6
Purchase of Instructional Materials .....	6
<b>Why Teach World Languages?</b> .....	<b>7</b>
<b>Why Begin World Language Study in the Early Grades</b> .....	<b>8</b>
A Critical Period for Second Language Learning .....	8
Language Learning and the Brain .....	8
Academic Benefits of World Language Study .....	8
<b>How Is the Program Administered?</b> .....	<b>9</b>
At the State Level.....	9
At the Local Level .....	10
At the School Level .....	11
At the Classroom Level.....	12
<b>What Is an Effective Program?</b> .....	<b>13</b>
Program Models: FLES and Immersion.....	13
Teaching Methodology .....	16
Instructional Resources .....	17
Virtual Foreign Language Learning .....	17
<b>What Are the Criteria for Evaluation?</b> .....	<b>18</b>
Program Evaluation .....	18
Teacher Evaluation .....	18
Student Evaluation .....	19
Credit Exams .....	19
<b>Addenda</b> .....	<b>20</b>
Authorization for Elementary Level and Immersion World Language Program .....	21
Planning Document for Implementing a World Language FLES or Immersion Program .....	22
Planning for Articulation Form .....	25
World Language Immersion Program Guidelines (K-secondary) .....	26
World Language pK-12/FLES Certification .....	30
Tips for Receiving Foreign Teachers.....	35
Foreign Associate Teachers Tracking Chart for Payroll Services.....	37
Mid-Term Evaluation Form .....	39
Final Evaluation Form.....	41
References and Further Reading .....	43
Classroom Observation Snapshot for World Language Instruction.....	45

---

## WHAT IS LOUISIANA'S FOREIGN LANGUAGE MANDATE?

In 1984, the Louisiana Board of Elementary and Secondary Education (BESE) mandated that a foreign language be taught in grades four through eight. Guidelines for the implementation of this mandate are included in *Bulletin 741, Louisiana Handbook for School Administrators*. (See Addenda for program authorization.)

***Bulletin 741 stipulates that a foreign language be taught for a minimum of 30 minutes daily throughout the entire school year in grades four, five and six. In grades seven and eight the foreign language must be scheduled for 150 minutes per week throughout the entire school year.*** This type of program is commonly known as FLES (Foreign Languages in the Elementary Schools). ***Rotating or exploratory programs may not be used to meet the mandate.*** School districts may also opt to implement immersion programs in fulfillment of the foreign language mandate. Guidelines for immersion programs developed by the Louisiana Consortium of Immersion Schools are presented in this guide. The world language(s) offered is (are) at the discretion of the local school system.

***Louisiana's support of world language education heeds the call of the Elementary and Secondary Education Act federal legislation. Title IX, Part A, Section 9101 deems foreign language a core academic subject, along with English language arts, math, science, civics and government, economics, arts, history and geography content areas. As such, world language learning is designated as an integral part of the American curriculum.***

Much research suggests that students of all ability levels and backgrounds can benefit from the study of a world language. Research also establishes that students from low socio-economic backgrounds and those of average or below average intelligence can equally benefit from learning world languages (Caldas & Boudreaux, 1999; Garfinkel & Tabor, 1991; Haj-Broussard, 2003).

According to Louisiana educational policy, school districts must provide a world language program in grades four through eight. Districts having difficulty staffing the mandate may request a foreign associate teacher from the Louisiana Department of Education (LDE). If the LDE is unable to assist in providing a teacher, districts may request a waiver from the LDE for full implementation of a world language program. A waiver request must include a statement of rationale demonstrating the district's inability to support the world language program.



## HOW DO LOCAL SCHOOL SYSTEMS STAFF THE MANDATE?

### LOUISIANA TEACHERS

Louisiana school systems may employ either Louisiana teachers or foreign associate teachers to staff the mandate. BESE policy requires that a local school system employ any and all available Louisiana teachers in its elementary world language programs before employing foreign associate teachers for FLES positions. These Louisiana teachers must possess Louisiana elementary, secondary or K-12 certification in the language taught.

To be considered certified in a target language, Louisiana teachers may pursue one of the alternatives listed below.

- Elementary teachers may be certified to teach a world language at the elementary level upon completing 15 semester hours in the language. A regular elementary teacher with a certain level of proficiency in another language may begin teaching that language with a Temporary Authority to Teach (TAT) for a maximum of three years, so as to allow time to complete certification requirements.
- A teacher with secondary foreign language certification can teach at the elementary level with a Temporary Authority to Teach certificate while earning the nine semester hours in professional elementary education required for K-12 certification.
- An elementary-certified teacher (in grades K-5) with native or near-native fluency in the target language can teach in an immersion program. A middle school teacher (grades 6-8) with native or near-native fluency in the target language can teach in an immersion program if certified in the subject taught. Highly qualified status must be met.
- For further information regarding teacher certification requirements, consult *Bulletin 746, Louisiana Standards for State Certification* which is available on-line at <http://www.louisianaschools.net>. Follow the *BESE* link to the *Policies/Bulletins* link and then to *Bulletin 746*.

***The best world language educators, be they FLES or immersion teachers, are specialists with a strong knowledge of the developmental stages and academic needs of children. In addition, these individuals are trained in pedagogy and well-versed in world language teaching methodologies. Beyond professional training, world language teachers must demonstrate high levels of second language proficiency and have experience with diverse cultural backgrounds.***

## FOREIGN ASSOCIATE TEACHERS

*The kind of teacher that a world language program needs is determined by the kind of program offered. It is important that districts candidly communicate their projected staffing needs to the LDE world language staff each spring. When requesting a new FAT, it is important to specify the grade-level(s) to be taught and to communicate any specific requests to the LDE with regard to any particular profile or experience desired in filling the requested teaching position.*

Foreign associate teachers (FATs) are recruited by the LDE's Division of Curriculum Standards staff in cooperation with the Council for the Development of French in Louisiana (CODOFIL) and foreign governments. Prior to being admitted to the Louisiana foreign associate teacher program, these individuals undergo background checks by their respective governments. FATs are certified teachers in their own countries. Recruitment is limited to teachers who are not only certified but fulfill requirements for highly qualified status. **Once recruited, the FAT is then eligible for a Louisiana teaching certificate; however, he/she must apply for it. This certificate is valid for six years and is renewable with proof of completion of 150 Continuous Learning Units (CLUs).** (See Addenda for a copy of the application packet.) The recruitment of foreign associate teachers usually takes place in the spring and is based on written submission of staffing needs, which the LDE solicits from local school districts. The district's written request is then considered an LEA's commitment to employ a recruit.

To be employed in Louisiana, FATs are required to have a J-1 visa. The issuance of these visas is initiated through the LDE for teachers of Spanish and through the Council for the Development of French in Louisiana (CODOFIL) for teachers of French. According to federal regulations, the J-1 visa is granted for a maximum three-year period. The foreign associate teacher's contract is renewable on a yearly basis within this three-year period. At the conclusion of the three-year J-1 status, a FAT can move to H-1-B status if a district is willing to sponsor his or her employment and provided that the teacher is not subject to the two-year home residency rule under Section 212(e) of the Immigration and Nationality Act.

All J-1 visa holders are required to carry repatriation of remains, medical evacuation, and health insurances. Districts are required to offer health insurance to foreign associate teachers following the same procedures established for other district teachers. For public purposes of providing native speakers as language teachers throughout Louisiana, the LDE pays up to \$20 per foreign associate teacher for repatriation of remains and medical evacuation insurance for J-1 visa holders in its Exchange Visiting Teacher Program.

## **Income Tax Liabilities and Income Withholding from Foreign Associate Teachers**

### **INCOME TAX LIABILITIES**

Foreign associate teachers employed under J-1 visas are generally subject to United States and Louisiana income tax withholding. However, the United States currently holds tax treaties with several countries in which foreign associate teachers are citizens. Currently only French, Belgian, and Chinese (Peoples' Republic of China) citizens are eligible for the two-year tax exemption.

Teachers from these countries are exempt from state and federal taxation for a two-year period as stipulated in their respective tax treaties under Article 20. That article permits the exemption for two years beginning the day the teacher arrives in the United States to begin work. In the majority of cases, the teachers arrive in late July, which would give them an exemption for two full school years. School systems that are not withholding taxes for these teachers need to file an 8233 with the IRS explaining why they are not doing so.

Teachers from countries that do not have tax treaties with the United States are subject to tax withholding from the beginning of their employment as a foreign associate teacher. These teachers are taxed for the duration of the period of validity of their J-1 visas.

Although it is the responsibility of foreign associate teachers to be aware of their income tax liabilities, please help them understand this situation. An exemption from paying taxes does not exempt them from filing an 1040-NR or a 1040-NREZ. If they do not file a return claiming the exemption, they may become retroactively responsible for back taxes.

*Publication 901 U.S. Tax Treaties* outlines countries with which the United States holds tax treaties. IRS forms, instructions and publications pertaining to the taxation of foreign persons are available at <http://www.irs.gov>.

FATs who continue teaching in Louisiana after their three-year J-1 visa cycle has ended, those who continue on an H-1-B visa sponsored by a local school system, are liable for all income tax withholdings.

A taxpayer may submit an international tax question in writing to the following address:

Internal Revenue Service  
P. O. Box 920  
Bensalem, PA 19020

## TEACHERS' RETIREMENT SYSTEM OF LOUISIANA (TRSL) AND J-1 VISA TEACHERS

All J-1 visa foreign associate teachers employed by a local school board will be members of TRSL and should be enrolled as a member unless a teacher is temporary. State law excludes any employee who is temporary from membership in TRSL. School board staff must evaluate each J-1 visa employee for membership eligibility as they would evaluate all other employees upon employment. (TRSL, 2009)

Federal regulation (26 CFR 31:3121(b)(7)-2) defines temporary employment.

- Temporary Employee—an employee performing services under a contractual arrangement with the employer of 2 years or less duration. Contract extensions may be considered if, under the facts and circumstances, there is a significant likelihood that the employee's contract will be extended.

TRSL interprets the federal regulation regarding temporary employment to require an evaluation of the employment based on the length of the employee's total engagement or total anticipated engagement with the employer and not based on the years remaining in the engagement. School board staff is encouraged to seek legal advice to address unique factual scenarios that may arise when evaluating membership eligibility.

Foreign associate teachers who are H-1-B visa holders must pay into the Teacher's Retirement System of Louisiana.

## MEDICARE WITHHOLDINGS

As a rule of thumb, foreign associate teachers who are first-time J-1 visa holders are exempt from paying Medicare taxes for the first three semesters of their employment. Thus, in January of their third calendar year of employment, they must have Medicare withheld from their earnings. For example, FATs beginning their teaching assignment in the fall of 2010 would begin paying in January of 2012. However, FATs who have previously taught in the United States are liable for Medicare withholdings according to the length of their previous employment in the U.S. In general, unless they have not earned wages in the United States for the previous six (6) years, they must pay Medicare.

***This difference between Medicare and taxes may create a situation where a teacher is still exempt from taxes, yet must begin paying Medicare. This usually happens from January to May of the teacher's second school year of teaching.***

To assist districts' payroll departments in making appropriate deductions, a reference chart is included in the addenda of this guide.

## HOW IS THE FOREIGN LANGUAGE MANDATE FUNDED?

### SALARIES

All teachers staffing the mandate are paid directly by the employing local school districts. Louisiana teachers are paid according to the regular district schedule for teachers. The salaries of foreign associate teachers are set annually by the Louisiana Board of Elementary and Secondary Education. The salary schedule for foreign associate teachers may be obtained by contacting the World Language Consultants at the Louisiana Department of Education.

The Minimum Foundation Program includes an “Enhancement Category” for the employment of foreign associate teachers (FATs). Local school systems employing foreign associate teachers shall receive a supplemental allocation from BESE of \$20,000 per foreign associate teacher.

### PURCHASE OF INSTRUCTIONAL MATERIALS

Textbooks and instructional materials for world language programs (both second language and immersion programs) are to be purchased with state and/or local textbook funds. The local school systems are responsible for providing these materials in the same way they provide materials for all other subject areas. World languages are included in the seven-year textbook adoption cycle. Any textbook that is state-adopted in English is considered adopted in any translation for which it exists. For a listing of the state textbook adoption cycle, consult the website <http://www.doe.state.la.us/LDE/uploads/9649.doc> or contact LDE School Assistance staff at (225) 342-1176.

Additional instructional materials are available on the LDE’s website under the *curriculum* link at <http://www.louisianaschools.net>. A pull-down menu under World Languages offers options. While many state-adopted textbooks are also available in Spanish, this is seldom the case for French or other languages. Materials developed for French may be found at the website <http://www.frenchimmersion.org>. Additional materials developed for Spanish may be accessed at <http://www.mec.es/sqci/usa/es> or <http://www.mec.es/sqci/usa/en> (English version).

LEAs may use state textbook funds to purchase non-state-adopted instructional materials when they do not exceed 10% of the total state textbook allocation, and when—with the approval of their local educational governing authority—they petition in writing the Department of Education for permission to spend in excess of the 10% allowance.

The LDE provides the links of appropriate Content Standards and Grade Level Expectations to all in-coming foreign associate teachers serving elementary world language programs, including immersion programs.

## WHY TEACH WORLD LANGUAGES?

Learning other languages provides students with cognitive, academic, economic, and social benefits. Although the primary goal of the Louisiana Elementary World Language Program is to promote second language proficiency, it also encourages students to actively participate in an increasingly interdependent world. In addition to the socio-cultural benefits, a significant body of educational research has established a wide array of benefits of teaching a second language. Some of the most commonly cited and generally accepted reasons are listed here for easy reference.

- Competence in more than one language enables people to communicate within a variety of cultures and settings.
- The study of a second language augments comprehension of the native language; moreover, the learner is forced to apply the same analysis to his/her mother tongue.
- The mental discipline required to learn a new language system enhances the acquisition of English language arts, mathematics and other skills.
- World language course content naturally explores history, social studies, geography, math, science and the arts; it therefore greatly facilitates interdisciplinary perspectives and cross-cultural understanding.
- World language study enables students to see members of different cultural groups as individuals whose traditions are valid and whose perspectives can enrich the common fabric of the students' state.
- Development of values and self-esteem are encouraged when students are guided to compare their culture to another.
- Proficiency in other languages enables people to gain direct access to additional bodies of knowledge.
- World language instruction prepares students for their role in a global, multi-cultural society.
- Proficiency in a second languages can lead to expanded career opportunities and increased earning power.
- Of particular significance to Louisiana schools is second language instruction for the preservation of the Cajun, Creole, and Isleño cultures and languages.

***The primary goals of world language instruction are developing second language proficiency among student participants and fostering in them an understanding of and appreciation for other cultures.***

***“Language is the key, for words can ultimately make the difference between ignorance and understanding, between poverty and wealth, between war and peace.”***

***-Dr. William Hopkins***

## WHY BEGIN WORLD LANGUAGE STUDY IN EARLY GRADES?

### A Critical Period for Second Language Learning

Valuable insights into the benefits of language learning are provided by linguistics and brain research. Some researchers suggest a *critical period* or a *window of opportunity* for optimal second language learning begins at the onset of speech and continues through about age ten. (Johnson and Newport, 1989; Krashen, 2006).

**Four Louisiana studies have contributed to the large body of research demonstrating that world language study enhances students' academic skills in core content areas. Comparisons have shown that Louisiana world language students significantly outperform their non-language peers in academic achievement on standardized test measures (LDE Bureau of Accountability, 1984; Rafferty, 1985; Lang, 1990; Taylor-Ward, 2003).**

### Language Learning and the Brain

Advances in neurobiological research have revealed how the brain functions with regard to language learning. A newborn baby's brain is likened to a new computer waiting to be programmed. Some of the brain's functions are already developed by the time of birth, yet trillions of connections in the brain are waiting to be made or *programmed* in the early years of life. After about age ten, some of these connections are no longer made, rendering second language acquisition more difficult and the attainment of native-like pronunciation far less likely (Hakuta, 1986; Harley, 1986; Bagley, 1996).

### Academic Benefits of World Language Study

Extensive educational research has demonstrated a positive link between second language proficiency and academic and cognitive ability. Studies show that those who learn a second language have superior divergent thinking skills, are more creative and are better at solving complex problems than those who do not (European Commission, 2009). Other studies correlate second language proficiency with higher scores on standardized tests as well as tests of both verbal and nonverbal intelligence (Armstrong & Rogers, 1997; Hakuta, 1986; Thomas, Collier & Abbott, 2002). Further, the longer a student studies a second language, the greater the academic benefits the student accrues as shown on standardized tests of academic achievement (Taylor-Ward, 2003).

## **HOW IS THE PROGRAM ADMINISTERED?**

### **AT THE STATE LEVEL**

The LDE is responsible for administering the Elementary-Level World Language Program in Louisiana schools. The Division of Curriculum Standards staff provides technical assistance to district administrators for planning and implementing effective programs of instruction. The LDE's responsibilities include the following:

- monitoring and evaluating the implementation of the BESE mandate;
- recruiting and assigning foreign associate teachers according to the teacher certification and in cooperation with foreign governments and CODOFIL;
- conducting teacher training (pre-service and in-service workshops); and
- coordinating the teaching evaluations of foreign associate teachers in order to facilitate contract renewal.



## AT THE LOCAL LEVEL

***An effective world language program affords students the opportunity to achieve second language proficiency throughout a multi-year, uninterrupted sequence of study of the same language beginning in the elementary grades and continuing through middle school, high school, and beyond.***

***Teachers should be offered a variety of professional development opportunities to enhance their teaching performance. Teachers must be informed practitioners and stay abreast of current world language research and best practices, while having opportunities to confer with other professionals. As a result, teachers themselves, as well as students, ultimately benefit.***

The **district supervisor** named by the superintendent is responsible for implementing the world language program in the schools of a local school system. The district supervisor's duties include the following:

- assuring the district's compliance with the foreign language mandate, including scheduling and articulating programs;
- disseminating information about program guidelines, including grading practices, to school principals;
- assigning teachers to the schools selected for articulation;
- monitoring and evaluating the program;
- assisting principals with observations and evaluations as needed;
- assisting schools with acquiring necessary instructional materials;
- coordinating the administration of an 8<sup>th</sup> grade Level I or II Spanish or French proficiency or credit exam;
- securing local contracts as applicable for all FATs and informing them of available benefits and district policies (school calendar, sick leave, etc.);
- integrating FATs into the school and community, and providing them with temporary housing upon arrival in the district;
- helping FATs in such matters as obtaining a Social Security card, finding permanent housing, opening a bank account, obtaining a driver's license, and buying a car. [The information provided in "Tips for Receiving FATs" is helpful. (See Addenda.)];
- organizing regular teacher in-services for all elementary-level foreign language teachers, both Louisiana and foreign; and
- arranging with school principals for teachers to have released time to take part in a minimum of two professional development workshops/seminars sponsored by the LDE, foreign governments, the Louisiana Foreign Language Teacher's Association (LFLTA), Southern Conference on Language Teaching (SCOLT), or other professional organizations.

## AT THE SCHOOL LEVEL

At the school level the principal is responsible for the following:

- assuring compliance with the BESE-approved foreign language mandate when scheduling classes;
- scheduling in a manner that leads to effective teaching and learning in a fully articulated, uninterrupted sequence of study in the same world language;
- providing the world language teacher with his or her own classroom whenever possible, or providing an office or work space;
- assigning a mentor teacher to each new FAT who can offer sustained professional guidance and support throughout the school year;
- helping to integrate teachers into the school community;
- requiring world language teachers, including FATs, to plan classes according to state and school guidelines, to assess and report progress of students, to attend faculty meetings, to take duty, and to perform other duties regularly required of school faculty;
- reviewing classroom management plans with teachers before they are used;
- furnishing teachers with adequate teaching materials (i.e., textbooks, workbooks, paper, audio visual aids, classroom computer, instructional software, etc.);
- observing teachers in order to monitor instruction and learning, calling upon the LDE for assistance as needed;
- evaluating foreign associate teachers as required by the LDE; and
- disseminating information about world language guidelines to faculty and parents.

***Teachers beginning a new school assignment, whether new to the profession or experienced, can greatly benefit from the professional support and guidance provided by mentor teachers. All incoming teachers should be paired with a mentor teacher to facilitate their integration into the school community. New teachers often need support and assistance in overcoming potential cultural obstacles and in meeting the diverse challenges of a new teaching assignment.***

***Most new teachers profit from support in learning classroom management techniques. Helping teachers to maintain acceptable discipline in a non-threatening environment is an important duty for school administrators.***

**Note:** According to federal regulations, foreign associate teachers are limited to teaching the target language or in the target language.

## AT THE CLASSROOM LEVEL

At the classroom level the world language or immersion teacher is responsible for the following:

- complying with the foreign language mandate, including delivering instruction based on the Louisiana Foreign Language Content Standards if in a FLES program or delivering instruction based on the Louisiana Content Standards for other subjects taught if in an immersion program;
- conducting every immersion class exclusively in the target language and every second language class almost completely in the target language to ensure students have maximum exposure to it, thereby increasing students' target language acquisition;
- planning and maintaining record keeping, including a record of unit and daily lesson plans (referenced to the appropriate Content Standards, Benchmarks, and Grade Level Expectations), that are in keeping with the communicative approach, and a record of Standards and Benchmarks attained by students during the school year;
- submitting a copy of the teaching schedule and district contract (FATs) to the LDE early in the school year;
- preparing and submitting a discipline plan for the principal's review and approval before implementing it in the classroom;
- collaborating with regular classroom teachers to plan interdisciplinary lessons as well as lessons that reinforce content skills through the medium of the target language class; and
- observing school rules, regulations and practices, including attending faculty meetings, serving duty, assessing students and assigning grades, as well as keeping attendance and grade records according to school policy.

**Note:** Foreign associate teachers are responsible for submitting in a timely fashion any documents as requested by the LDE, CODOFIL, and/or foreign governments.

## WHAT IS AN EFFECTIVE PROGRAM?

The primary goals of second language instruction are developing second language proficiency among student participants and fostering in them an understanding of and an appreciation for Louisiana's and other cultures, as well as academic success in general.

With regard to second language proficiency, the emphasis is on producing individuals who function in a second language at a minimum of an intermediate level of proficiency. This means, above all, that the learners are able to communicate effectively in the target language. To achieve this goal, long-term sequences of study are necessary, beginning at the elementary school level and continuing through the middle and high school years. This study should give the students the opportunity to develop greater proficiency in the target language each year and to pursue a curriculum leading to advanced levels of second language proficiency. To assist local districts with the planning of articulated world language programs, an Elementary World Language Program Planning for Articulation Chart is found in the addenda.

***It is counterproductive for students who have had elementary world language instruction to begin again, rather than continue, their target language studies at the middle school and high school levels. Long-range planning should take into account the fact that these students will be at a higher level than those beginning world language study for the first time.***

## PROGRAM MODELS

There are essentially two types of programs for world language study in Louisiana schools, which are designed to help students attain the goals of second language proficiency and to gain a broader cultural awareness – Foreign Languages in the Elementary Schools (FLES) programs and immersion programs.

## FLES PROGRAMS

Of the two program types, FLES programs are more commonly established in Louisiana schools than immersion programs since they can be implemented rather easily in nearly all elementary school settings. Effective FLES programs have the following characteristics:

*Students who successfully complete the BESE mandated 4-8 sequence should be able to take and pass a proficiency test and to enroll in the level 2 course of that language upon entering high school.*

- students receive target language instruction for at least 30 minutes per day on a daily basis for the entire school year, as required by *Bulletin 741*;
- teachers are proficient in the language they are teaching;
- teachers are assigned an average of eight classes per day if itinerant and nine if serving only one school. (No more than four preparations are recommended in order to maintain quality instruction at each level.);
- teachers receive ongoing training through regularly scheduled in-service;
- instruction occurs almost exclusively through the medium of the target language itself;
- instruction is based on the state's Foreign Language Content Standards and utilizes the communicative approach;
- instruction in the target language reinforces academic skills in other content areas (English language arts, math, science, social studies, and the arts);
- instruction emphasizes listening and speaking in the early years and builds gradually towards reading and writing in the middle and high school years;
- instruction introduces students to many different cultures and many different accents, especially local ones;
- programs are supportive of, not competitive with, other elements of the curriculum;
- programs at the elementary level **articulate** with middle school and high school programs;
- planning for articulation with middle and high school programs is begun early and remains an on-going process; and
- programs, teachers, and students are evaluated regularly to determine their effectiveness.

## IMMERSION PROGRAMS

Immersion programs are designed to provide long-term, intensive language acquisition. They are prevalent in kindergarten through grade eight, but can extend into the high school grades. In immersion classrooms, the second language is the medium of instruction of all core subjects, including math, science, social studies, and a portion of language arts.

**Students in immersion programs receive no less than 60% of core content instruction in the target language.**

Immersion programs strictly adhere to the Louisiana Content Standards, Benchmarks, Grade Level Expectations, and state-approved curricula.

The goals of Louisiana's immersion programs are to develop language proficiency so that:

1. students can communicate in the target language about age-appropriate topics;
2. students perform as well or better than their monolingual peers in all areas of the curriculum;
3. students acquire greater knowledge, understanding, and appreciation of all cultures

Immersion programs have proven very successful in producing bilingual students; yet, they need careful thought and extensive planning. For assistance in establishing an immersion program, consult the World Language Immersion Program Guidelines adopted by BESE. (See the addenda.) Access to additional information on world language and immersion programs can be gained by contacting the Louisiana Consortium of Immersion Schools.

Effective immersion programs have these characteristics:

- administrators and teachers have extensive knowledge of language acquisition, immersion education and research, instructional methodologies, and best practices;
- parents of students choose the immersion program and commit their children to long-term participation;
- programs, teachers, and students are evaluated;
- faculty is composed of mostly native speakers from varied backgrounds, especially native Louisianans; and
- planning for articulation with middle and high school programs is begun early and remains an on-going process.

***Of all models and approaches to second language acquisition, the immersion approach, by the nature of its design, is most able to integrate language study into the pattern of the normal school curriculum.***

***To implement a partial or total immersion program, the teacher should be trained to teach the elementary school subjects, be well versed in child development, and have native-like second language proficiency.***

## TEACHING METHODOLOGY

***Proficiency – what a student should know and be able to do with the language – should be the guiding principle in world language teaching and learning.***

***Acquisition of a second language should happen naturally, much in the same way as the native tongue is acquired. It is important to emphasize that communication will be non-verbal in the beginning. In other words, comprehension comes first; expression follows.***

***Using the target language from the very first day of instruction, the teacher should immerse students in a linguistically appropriate climate***

Recent world language teaching theories and practices show a return to the teaching of language primarily for communication. Grammar-translation methods that were popular in the past are discouraged today since these methods prohibit students from attaining proficiency in listening and speaking skills. All too often, graduates from high schools where grammar-translation methods were used complain that they “can’t speak a word” of the target language they were taught.

Although many district supervisors do not speak a second language, they can observe and evaluate world language teachers in a very competent manner. Some things to look for in exemplary classrooms are:

- visual evidence of lesson planning, long and short-term;
- adherence to the pedagogical approach outlined in the Louisiana Foreign Language Content Standards, including the unit plan;
- meaning conveyed through visuals, objects, and gestures rather than translation;
- a situational approach to teaching (teacher gives the student a reason for learning);
- several activities presented in one lesson;
- little or no use of English by the teacher;
- correction of students’ errors in a positive manner;
- a visible plan for classroom management that is subtly but consistently administered;
- a positive, encouraging attitude of high expectations; and
- a warm and accepting climate where students can succeed.

See the addenda for a “Classroom Observation Snapshot” rating form.

## INSTRUCTIONAL RESOURCES

State curriculum guides for French and Spanish and the Louisiana Foreign Language Content Standards are available on the LDE website at <http://www.louisianaschools.net> or may be purchased by contacting:

Louisiana Department of Education  
Division of Curriculum Standards  
P.O. Box 94064  
Baton Rouge, LA 70804-9064  
Tel. (225) 342-1152; Fax. (225) 342-9891

- French as a Second Language Program Grades 4-8: Bulletin 1734
- Spanish as a Second Language Program Grades 4-8: Bulletin 1734
- Louisiana Foreign Language Content Standards: Bulletin 1966

In addition, a variety of foreign language lesson plans are available online. Lessons that include French and Spanish in context – the Standards Assessments and Materials (SAM) lessons – are available to teachers on the LDE's website at <http://www.louisianaschools.net> by selecting the *curriculum* link and using the pull-down menu under World language.

## VIRTUAL FOREIGN LANGUAGE LEARNING

The Louisiana Department of Education, in partnership with the Louisiana School for Math, Science, and the Arts, provides Louisiana high school students access to standards-based high school courses delivered by Louisiana teachers through the Louisiana Virtual School (LVS). Students in LVS courses utilize the web, e-mail, and other online and offline resources to complete a rich course of study in a multitude of courses.

Presently the following foreign language courses are offered:

### Louisiana Virtual High School:

French I, II and III    ~    Spanish I, II and III    ~    Latin I and II

Contact Person:    **Allen C. Grant, Ph.D.,**

**Educational Technology Consultant  
Division of Leadership and Technology**

**Louisiana Department of Education  
2758-D Brightside Drive  
Baton Rouge LA 70820  
Phone: 225-763-3942  
Fax: 225-763-8592  
<http://www.doe.state.la.us>**



## WHAT ARE THE CRITERIA FOR EVALUATION?

### PROGRAM EVALUATION

Program evaluation is an important aspect of maintaining effective world language programs. When planning effective programs, there are a number of criteria to be considered:

*Program evaluation at regular intervals is critical if students are to become fully competent in another language.*

- strategic placement of programs in schools to ensure a long-term, sequential program of study beginning in the elementary grades and continuing through middle school and beyond;
- adherence to the time requirements of Bulletin 741 and the *World Language Immersion Program Guidelines*;
- staff quality and professional development.

### TEACHER EVALUATION

School principals should observe and evaluate their teachers on a regular basis. The LDE provides teacher evaluation forms for foreign associate teachers. Evaluators are encouraged to write comments when evaluating teachers, since numeric values do not always paint a clear picture of job performance. It is necessary to submit these forms for FATs to the LDE at the end of each school semester for the following reasons:

*Teachers must provide evidence of both long and short-term planning, according to the guidelines in the state curriculum guide.*

- The feedback from the **first semester evaluation form** allows LDE consultants to know which teachers need assistance in order to complete the school year successfully. Regular classroom visitations by principals and district supervisors are encouraged, so the LDE can be notified if any teacher is not performing satisfactorily and assistance can be provided as soon as possible.
- The **second semester evaluation form** is used as a primary document when the LDE and foreign governments are making decisions as to whether or not foreign associate teachers will maintain their teaching position for the following school year. The district world language supervisor is responsible for reviewing all principal evaluations and making recommendations for or against the renewal of foreign associate teachers' employment in their school districts.

The principal will evaluate the foreign associate teacher in four categories, as indicated in the Teacher Evaluation Forms. (See the addenda for a copy of the evaluation forms.)

## EVALUATION OF STUDENT PERFORMANCE

Regular evaluation of student performance is crucial to the success of effective world language programs. World language program supervisors should inform FLES and immersion teachers of the grading system and practices in place within the district. Rubrics, checklists, and self-assessments are appropriate to use in assessing students' performance and products such as journals, collaborative projects, oral presentations, and interviews. All forms of communication (interpersonal, interpretive, and presentational) must be assessed. Student learning of the three aspects of culture (practices, perspectives, and products) must also be evaluated. Teachers should be able to justify grades assigned in world language classes through the use of assessment instruments and activities that reflect the Foreign Language Content Standards. **Since world languages are academic subjects, grades in world languages should be included on report cards.**

***Teachers should test the way they teach. Since the curriculum dictates that world language be taught in context, teachers should test in context.***

## CREDIT EXAMS

Assessment instruments for the purpose of awarding academic credit can be developed at the local level, but must be submitted to the LDE for approval prior to test administration. For locally created assessments, the listening and speaking components combined should comprise between 40% - 60% of the total exam score. To receive one Carnegie credit, students must achieve an accuracy score of at least 70%.

***A useful website to assist teachers in developing rubrics for student assessment is <http://rubistar.4teachers.org>***

Correspondence regarding credit exams should be sent to the following:

David Beste, World Language Consultant  
Division of Curriculum Standards  
Louisiana Department of Education  
P.O. Box 94064  
Baton Rouge, LA 70804

For more information, contact the LDE World language staff at (225) 342-1152.

# ***ADDENDA***

# Authorization for Elementary Level and Immersion World Language Programs

Excerpted from the

***Louisiana Administrative Code***  
June 2010

**Title 28**  
**EDUCATION**

**Part CXV. Bulletin 741—Louisiana Handbook for School Administrators**

## **Chapter 23**

### **§2313. Elementary Program of Studies**

Elementary Minimum Time Requirements

1. The elementary grades shall provide a foundation in fundamentals of the language arts, mathematics, social studies, science, health, physical education, and cultural arts.
2. Each grade level, grades one through eight, shall teach the following content subject areas, ensuring strict adherence to the Louisiana Content Standards and grade-level expectations, and locally developed curricula.
3. Elementary schools shall offer an articulated foreign language program for 30 minutes daily in grades four through six, and 150 minutes per week in grades seven and eight.

NOTE: Refer to *Guide for Administrators of Elementary-Level and Immersion World Language Programs in Louisiana Schools*.

## Planning Document for Implementing a World Language FLES or Immersion Program

**State your goal in establishing a World Language FLES or Immersion Program.**

<b>Planning Activity: Program Development</b>	<b>Person(s) Responsible</b>	<b>Time Line</b>	<b>Budgetary Considerations</b>
1. Name the world language supervisor and provide his/her contact information to LDE World Language Consultant.			
2. With stakeholders determine the model, i.e. FLES or Immersion, and identify the district's plan for an articulated program to ensure a long, uninterrupted sequence of study in the same target language.			
3. Identify the sites and determine number of teachers needed at each site, as well as the credentials they must hold.			
4. Recruit teachers locally and through requests made to the LDE in early spring.			
5. Determine materials/equipment/supplies needed for instruction and order them in a timely fashion (e.g. textbooks, maps, manipulatives, copy paper, library books, A-V aids, computers, etc.).			
6. Determine the physical space where teachers will work and plan for instruction. Ensure it is adequate for the activity.			

<b>Planning Activity: Program Development (Continued)</b>	<b>Person(s) Responsible</b>	<b>Time Line</b>	<b>Budgetary Considerations</b>
7. Orient principals to program guidelines and cultural differences/needs of foreign associate teachers if FATS will staff the program.			
8. Identify and orient the person at each site who will schedule classes and monitor articulation of curriculum. Provide information on the theoretical foundation and guidelines governing schedules, curriculum, and instruction.			
9. Determine how the program will be assessed for its quality. Include all aspects of the program.			
10. Determine how the students will be assessed and what instruments to use in evaluating language acquisition, academics, and cultural understandings.			
11. Plan short and long-range professional development activities for FLES or immersion faculty.			
12. Introduce non-Immersion or non-FLES faculty to the program, its purpose, authorization, and teachers.			
13. If FATS are employed, identify the type of temporary housing the district will provide for FATS upon their arrival in the district.			

<b>Planning Activity: Personnel Considerations</b>	<b>Person(s) Responsible</b>	<b>Time Line</b>	<b>Budgetary Considerations</b>
14. Name the person(s) within the district who will assist FATs in obtaining a social security card and driver's license, buying a car, and finding permanent housing.			
15. Identify the human resources and/or other district personnel who will enroll FATs in the school system and provide an orientation regarding salary and benefits, both standard and optional.			
16. Assign an appropriate Mentor Teacher to each FAT for the year (preferably someone who speaks the target language or has studied a world language and works at the same grade level).			
17. Orient FATs to the school culture and procedures, including grading, duty, discipline procedures, observations, etc.			
18. Plan ways to include the voice of the world language teachers in all of the school's stakeholder activities.			
19. Plan regularly scheduled visits with FATs to gather feedback regarding their integration into instruction and into the fabric of the school and local community.			
20. Closely monitor new FATs in their first month of school (i.e., observations, e-mail, phone calls, etc.) to prevent small problems from becoming big ones.			

**ELEMENTARY WORLD LANGUAGE PROGRAM  
PLANNING FOR ARTICULATION CHART**

DISTRICT: \_\_\_\_\_ CONTACT PERSON: \_\_\_\_\_

**TIER 1  
ELEMENTARY  
SCHOOLS K-5**

**TIER 2  
MIDDLE  
SCHOOLS 6-8**

**TIER 3  
SECONDARY  
SCHOOL 9-12**

_____		_____		_____
_____	→	_____	→	_____
_____				
_____				
_____	→	_____	→	
_____				
_____				
_____	→	_____	→	
_____				

On the chart above, list all schools with world language programs, along with the language(s) taught. To meet the objectives of the BESE mandate and to provide a continuous-progress, articulated program, world language students must be able to continue with the same language through grade eight and into high school. This means that, whenever possible, students should not be enrolled in a world language in a Tier 1 or Tier 2 school unless the district is able to offer students the same language on an uninterrupted basis through grade eight and into high school.



## World Language Immersion Program Guidelines

### Kindergarten

The kindergarten shall be informal in nature with teacher-directed and student-initiated activities. It shall be planned to meet the developmental needs of young students. **The world language teacher and the American teacher shall plan together to complement each other's activities.**

Minimum time requirements for kindergarten **World Language Immersion Programs:**

	<b>Kindergarten (Bulletin 741)</b>	<b>Target language</b>
Teacher-directed activities (whole or small group)	40 %	<b>25%</b>
Student-initiated activities (learning center)	35 %	<b>20%</b>
Snack and restroom time	10 %	<b>10%</b>
Lunch		
Rest period and/or quiet activities	15 %	<b>15%</b>

The above minimum time requirements shall be flexibly scheduled to meet the developmental needs of young students **and to maximize contact time with the target language.**

### Elementary World Language Immersion Programs

**The world language immersion programs in elementary schools shall develop students' proficiency in a second language** while providing a foundation in fundamentals of language arts, mathematics, social studies, science, health, physical education, and the arts. **To accomplish this purpose, a minimum contact time with the target language MUST be maintained.**

Elementary World Language Immersion Program time requirements are as follows:

Each grade level, Grades 1-8, shall teach the following subject areas ensuring strict adherence to the Louisiana Content Standards and grade-level expectations, and locally developed curricula.

<b>Grades 1, 2, and 3</b>			
	Suggested Minimum Minutes Per Week (Bulletin 741)	Refer to Bulletin:	<b>Minimum time in target language:</b>
Lang. Arts	825 minutes	1965	<b>225 minutes</b>
Mathematics	300 minutes	1955	<b>300 minutes</b>
Sciences/Soc. Studies	225 minutes	1962 1964	<b>225 minutes</b>
	Required Minimum Minutes Per Week (Bulletin 741)		
Physical Education	150 minutes	1597 1596	<b>150 minutes and/or</b>
Health, Music, Arts & Crafts	150 minutes	1963	<b>150 minutes</b>

**The additional 150 minutes per week of instruction as required by R.S. 17:154.1(2), shall be taught in the target language** and shall be dedicated to those subjects for which content standards have been adopted, with emphasis on mathematics, reading, or language arts.

It is strongly recommended that teachers integrate reading (skills and comprehension) throughout all content areas **and that both English and world language teachers collaborate in language arts instruction.**

For students in grades 1-4 who have been identified as reading below grade level, the minimum time requirements in health and physical education and in music, arts and crafts are suggested instead of required.

Language arts in the target language shall be offered as part of language arts. Any benchmark and standard that can be attained in the target language is recommended to be taught in the target language.

The above minimum time requirements shall apply to all students.

For students with specific needs, teachers may increase the weekly time in language arts or mathematics by reducing instructional time in other subjects, subject to review and approval by the principal. **This increase shall respect the proportion of instruction conducted in the target language.**

<b>Grades 4, 5, and 6</b>			
	Suggested Minimum Minutes per Week (Bulletin 741)	Refer to Bulletin :	<b>Minimum time in target language:</b>
Lang. Arts	600 minutes	1965	<b>225 minutes</b>
Mathematics	300 minutes	1955	<b>300 minutes</b>
Sciences	225 minutes	1962	<b>225 minutes</b>
Social St.	225 minutes	1964	<b>225 minutes</b>
	Required Minimum Minutes Per Week Bulletin 741		
Physical Education	150 minutes	1597 1596	<b>150 minutes and/or</b>
Health, Music, Arts & Crafts	150 minutes	1963	<b>150 minutes</b>

**The additional 150 minutes per week of instruction as required by R.S. 17:154.1(2), shall be taught in the target language** and shall be dedicated to those subjects for which content standards have been adopted, with emphasis on mathematics, reading, or language arts.

It is strongly recommended that teachers integrate reading (skills and comprehension) throughout all content areas, **and that both English and world language teachers collaborate in language arts instruction.**

## Middle School World Language Immersion Programs

For students in grades 5-8 who have scored below the Basic level on *LEAP 21* in English language arts or mathematics, the minimum time requirements in health, music, arts and crafts, or electives are suggested in lieu of required.

Language arts in the target language may be offered as part of language arts. Any benchmark and standard that can be attained in the target language be taught in the target language.

The minimum time requirements shall apply to all students.

For students with specific needs, teachers may increase the weekly time in language arts or mathematics by reducing instructional time in other subjects, subject to review and approval by the principal. **This increase shall respect the proportion of instruction conducted in the world language.**

### Grades 7 and 8 Foreign Language Immersion (7-period-day option)

	Minutes Per Week (741)	Refer to Bulletin	Target Language
Language Arts	500 minutes	1795	<b>250 minutes</b>
Mathematics	250 minutes	1609 1802	<b>Discretionary</b>
Social Studies Gr. 7: Am. Studies Gr. 8: La. Studies	250 minutes	1604 1605	<b>250 minutes</b>
Science	250 minutes	1614 1643	<b>250 minutes</b>
Phys. Ed.	150 minutes	1596	<b>Discretionary</b>
Health, Music, Arts	250 minutes	1597	<b>Discretionary</b>

Grade 6 may adhere to the above schedule only in organizational patterns that include grades 7 and 8.

The schedule of subjects offered in the program of studies may be arranged by school principals to reduce or increase the number of minutes per week, provided the yearly aggregated time requirements are met.

**8,750 minutes (7-period-day all subjects except language arts)**  
**17,500 minutes (7-period-day language arts)**

**Schools may offer electives in the target language to students in grades 7 and 8 (including grade 6 in organizational patterns that include grades 7 and 8).**



STATE OF LOUISIANA  
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064  
**DEPARTMENT OF EDUCATION**  
Toll Free #: 1-877-453-2721

**REQUEST FOR AN INITIAL OR RENEWAL OF A  
WORLD LANGUAGE PK – 12/FLES CERTIFICATE**

Dear Prospective Louisiana Teacher:

We are pleased that you are interested in obtaining a Louisiana certificate through the Foreign Associate Teacher Program. The instructions outlined here are designed to facilitate the process of obtaining your Louisiana World Language pK-12 Certificate.

**WLC Guidelines & Renewal Information**

Louisiana offers WLC certificates to applicants holding degrees and credentials from another country in a specialized language, elementary grades, middle grades and/or secondary grades who are participating in the Louisiana Department of Education (LDE) Foreign Associate Teacher Program. A WLC certificate allows one to teach either foreign language or immersion classes at the elementary, middle or high school level.

The WLC/FLES Certificate may be renewed by completing 150 continuing learning units (CLUs) of district-approved and verified professional development over the five-year time period during which he/she holds the certificate, or during the five-year time period immediately preceding the request for renewal. The Louisiana employing authority must request renewal of a WLC/FLES certificate.

**Application Process**

***All information should be mailed to: Division of Certification and Preparation, LA Department of Education, P. O. Box 94064, Baton Rouge, LA, 70804-9064.***

The following items are required as part of a complete application packet:

1. **Application form** *with all information provided*
2. **Copy of degree** transcript indicating an earned bachelor's degree in education or equivalent preparation program in education from a foreign country or higher level degree. The status of the degree will be determined by the Louisiana Department of Education, Division of Curriculum Standards. If the LDE staff cannot make a determination of degree equivalency, the candidate must have his/her credentials evaluated by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) or World Education Services (WES). In the case of an AACRAO or WES evaluation the determination must include a course-by-course evaluation.
3. **Copy of teaching certificate** issued in applicant's native country

4. **Professional Conduct** form with all questions answered and signed and dated by the applicant
5. **\$50.00 non-refundable** certification fee for an Initial WLC certificate (fee should be submitted in the form of a personal check or money order made payable to *Louisiana Department of Education*)
6. **\$25 non-refundable** certification fee for the Renewal of a WLC/FLES certificate (fee should be submitted in the form of a personal check or money order made payable to *Louisiana Department of Education*)

When your completed application package has been received by the Office of Teacher Certification, it will then be sent to Terri Hammatt, World Languages Consultant, Division of Curriculum Standards, to make a determination regarding your eligibility for a WLC certificate.

### Contact Information

If you have any questions regarding these requirements or the certification process, please telephone or e-mail either the office of Certification and Preparation at (225) 342-3490, 1-877-453-2721 (this is a toll free number for U.S. residents only), or Terri Hammatt, at (225) 342-1152, [terri.hammatt@la.gov](mailto:terri.hammatt@la.gov), or David Beste at (225) 342-1152, [david.beste@la.gov](mailto:david.beste@la.gov).

**LOUISIANA DEPARTMENT OF EDUCATION**  
**Certification, Leadership, and Preparation**

**INITIAL WORLD LANGUAGE CERTIFICATION and RENEWAL FOR WLC/FLES**

\_\_\_\_\_ Initial WLC                      \_\_\_\_\_ Renewal of WLC/FLES

Social Security Number: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_      Date of Birth: \_\_\_\_\_  
M / D / Y

Name \_\_\_\_\_  
(First)                  (Middle)                  (Maiden)                  (Married)

Address \_\_\_\_\_  
(Street)    (City)    (Zip Code)

Certification Requested in:    **French** \_\_\_\_\_    **Spanish** \_\_\_\_\_    **Chinese** \_\_\_\_\_  
 (Check those that apply)

**WLC**

**Immersion**

\_\_\_\_\_ Elementary: Pre K – 5  
 \_\_\_\_\_ Middle School: 6-8  
 \_\_\_\_\_ Secondary Grades: 6-12

\_\_\_\_\_ Elementary: Pre-K – 5  
 \_\_\_\_\_ Middle School: 6-8 Math  
 \_\_\_\_\_ Middle School: 6-8 Social Studies  
 \_\_\_\_\_ Middle School: 6-8 Science  
 \_\_\_\_\_ Secondary: 6-12 Math  
 \_\_\_\_\_ Secondary: 6-12 Social Studies  
 \_\_\_\_\_ Secondary: 6-12 Science

Degree(s) Held: \_\_\_\_\_  
Degree(s)    Year Granted

Institution Name: \_\_\_\_\_  
College/University    Country

Type of Certification held in native country:

\_\_\_\_\_  
(Type)                  (Subject/grade level(s))                          (Issuance Date)

Experience: \_\_\_\_\_  
(Year(s))    (School)

\_\_\_\_\_

(Year(s))    (School)

\_\_\_\_\_

(Year(s))    (School)

*I certify that the above information is complete and correct according to the records on file in this office.*

\_\_\_\_\_  
 Terri Hammatt, World Languages Coordinator    \_\_\_\_\_  
 Division of Curriculum Standards    Date

**LOUISIANA DEPARTMENT OF EDUCATION  
Teacher Certification and Higher Education  
PLEASE TYPE OR PRINT IN INK**

<b>PROFESSIONAL CONDUCT FORM</b> <b>(All questions <u>must</u> be answered)</b>
--

NAME OF APPLICANT: (Including, First, Middle, and Married)	Social Security Number: _____ - _____ - _____
ADDRESS:	DATE OF BIRTH:

Answer each question by circling “YES” or “NO”.

- |   |            |           |
|---|------------|-----------|
| 1. Have you ever had any professional license/certificate denied, suspended, revoked, or voluntarily surrendered?<br>If <b>YES</b> , in what state/country? _____           | <b>YES</b> | <b>NO</b> |
| 2. Are you currently being reviewed or investigated for purposes of such action as stated in #1 or is such action pending?<br>If <b>YES</b> , in what state/country ? _____ | <b>YES</b> | <b>NO</b> |
| 3. Have you ever been convicted of any felony offense, been found guilty or entered a plea of <i>nolo contendere</i> (no contest), even if adjudication was withheld?       | <b>YES</b> | <b>NO</b> |
| 4. Have you ever been convicted of a misdemeanor offense that involves any of the following:  | <b>YES</b> | <b>NO</b> |
| a. Sexual or physical abuse of a minor child or other illegal conduct with a minor child.   |            |           |
| b. The possession, use, or distribution of any illegal drug as defined by Louisiana or federal law.   |            |           |
| 5. Have you ever been granted a pardon for any offense as stated in #3 or #4?   | <b>YES</b> | <b>NO</b> |

If you answered “YES” to any questions, #1 through #5, you must provide court **certified** copies of all documents and proceedings, civil records of Federal, State and/or District School Board actions, or other relevant documents that provide full disclosure of the nature and circumstances of **EACH** separate incident in your application packet.

**I affirm and declare that all information given by me in the responses to items #1 through #5 above is true, and correct, and complete to the best of my knowledge. I understand that any misrepresentation of facts, by omission or addition, may result in criminal prosecution and/or the denial or revocation of my teacher certificate.**

SIGNATURE OF APPLICANT:	DATE:
-------------------------	-------



**LOUISIANA DEPARTMENT OF EDUCATION**  
**Teacher Certification and Higher Education**

---

- Any Louisiana teacher who holds a standard teaching certificate may have an all-level K-12 foreign language area added to his/her certificate by either completing 30 semester hours in the language or by completing the appropriate foreign language PRAXIS exam.
- Any certified teacher who is not certified in the foreign language can be hired on an Out-of-Field Authority to Teach (OFAT) by a Louisiana school district while completing either the PRAXIS exam in the foreign language or the required 30 hours of course work in the language to qualify for all level K-12 foreign language add on certification. In the case of coursework completion, the teacher must complete six semester hours of foreign language coursework per year to qualify for an OFAT renewal. The teacher can also attempt the foreign language Praxis exam to qualify for an OFAT renewal. The OFAT can be issued for up to three years.

Questions regarding certification may be submitted to the Division of Certification and Preparation, LA Department of Education, P. O. Box 94064, Baton Rouge, LA, 70804-9064.

---

*TIPS TO DISTRICTS FOR RECEIVING  
FOREIGN ASSOCIATE TEACHERS*

***The local community can lend assistance in receiving Foreign Associate Teachers (FATs) and helping them meet their initial needs when getting settled in a community. Some districts have formed host family clubs or programs to help individual teachers and to host events for groups of teachers.***

The world language supervisor can designate the coordinator(s) of the Host Family Program. The coordinator(s) in turn can find a host family for each incoming FAT.

- A. Host family coordinators may prepare for the arrival of the teachers in the following manner:
1. Two to three weeks before the teachers arrive, make a list of available apartments or apartment complexes or other available rental property, along with rental costs, lease and deposit information.
  2. Make contact with a bank about the number of teachers expected on a certain date so the bank can assign someone to handle opening of accounts, etc.
  3. Inform host families of the above information.
  4. Collect furniture, linens, dishes, etc. to help teachers set up a household in unfurnished apartments, which are usually cheaper to rent.
  5. Plan to host at least two receptions during the school year. These can be held in conjunction with another community group, such as *Les Amis du CODOFIL*, the Cajun French Music Association, CODOSPAN, *France-Amerique*, *L'Alliance Française*, etc. The first one should be held as soon as possible after the arrival of the foreign associate teachers.
- B. Host families may help their assigned teacher in the following manner:
1. Pick up the foreign teacher from a designated place when he or she arrives in the district.
  2. Give the teacher a packet of pertinent information and explain its contents. This packet might contain:
    - a. a manual to prepare for the Louisiana State driver's license test;
    - b. a list of doctors, dentists, mechanics, hairdressers and hospitals in the community;
    - c. a checklist for automobiles, explaining how to buy one, what to look for, and how to keep them in repair;

- d. a city map;
  - e. brochures on points of interest in the area (museums, parks, etc.);
  - f. an open letter to the new teacher, if possible, from a former teacher;
  - g. a list of names, addresses and telephone numbers of all host families and their guests;
  - h. a wallet-sized "In Case of Emergency Card" listing their host family's telephone number and address, along with three other persons to call in case of emergency.
- C. The district supervisor may ask the host families to take their guest teacher to the assigned school and introduce him/her to the principal and staff.
- D. The host families can serve as general counselors to the FAT when buying a car, finding an apartment, or for any other problems that the FAT may have in adjusting to the way of life or customs of the community or of the school.
- E. Host families may plan on hosting the foreign associate teacher in their homes for one or two weeks as may be necessary before finding lodging for the teacher.

Adapted from information supplied by the Calcasieu Parish Host Family Group of  
*Le Club des Acadiens* in Calcasieu Parish.

## Foreign Associate Teachers Sample Tracking Chart for Payroll Services

<b>French Language Teachers</b> Year: _____	<b>Country, Visa Type, (Service Yr.)</b>	<b>School and Grade</b>	<b>SS #</b>	<b>FICA/TRSL</b>	<b>Taxes</b>	<b>School Code</b>
(Name)	Q H1-B (8)			TRSL	yes	
(Name)	L			TRSL	yes	
(Name)	B J1 (3)			FICA	yes	
(Name)	F J1 (1)			FICA Jan 08	Jan 08	
(Name)	Q J1 (2)			FICA Jan 07	yes	
(Name)	N H1-B (5)			TRSL	yes	
(Name)	F J1 (2)			FICA Jan 07	Aug 07	
<b>Spanish Language Teachers</b> Year: _____		<b>School and Grade</b>	<b>SS #</b>	<b>FICA/TRSL</b>	<b>Taxes</b>	<b>School and Code</b>
(Name)	S J1 (1)			FICA Jan 08	yes	
(Name)	C J1 (3)			FICA	yes	
(Name)	M J1 (2)			FICA Jan 07	yes	
(Name)	L			TRSL	yes	
(Name)	M H1-B (7)			TRSL	yes	

B = Belgium	N=Niger	Q= Quebec	S= Spain	M= Mexico
F= France	L = LA (local)	H = Haiti	C= Colombia	

## Foreign Associate Teachers Tracking Chart for Payroll Services

French Language Teachers Year: _____	Country, Visa Type, (Service Yr.)	School and Grade	SS #	FICA/TRSL	Taxes	School Code
Spanish Language Teachers Year: _____		School and Grade	SS #	FICA/TRSL	Taxes	School and Code

B = Belgium	N=Niger	Q= Quebec	S= Spain	M= Mexico
F= France	L = LA (local)	H = Haiti	C= Colombia	

**LOUISIANA DEPARTMENT OF EDUCATION  
FOREIGN ASSOCIATE TEACHER PROGRAM  
MID-TERM EVALUATION FORM**

Name of Teacher:	Name of Principal:
School:	Parish:
Nationality:	No. of Years in Louisiana:    1    2    3    4+

***Based on actual classroom observations, please rate this teacher using the following scale:***

**5= Excellent   4= Good   3= Satisfactory   2=Needs Improvement   1= Poor   0=Unacceptable**

I.    PLANNING AND PREPARATION FOR TEACHING						
Comments:						
1. The teacher submits daily, weekly and unit lesson plans based on the state standards and/ or local curriculum that include references to standards and benchmarks.	5	4	3	2	1	0
2. The teacher demonstrates planning for progressive phases of language learning and different learning styles.	5	4	3	2	1	0
3. The teacher demonstrates planning for a variety of types of assessments including both alternative and traditional.	5	4	3	2	1	0
4. The teacher demonstrates planning for the use of appropriate visuals and equipment that enhance the lesson.	5	4	3	2	1	0
5. The teacher demonstrates appropriate planning and preparation for teaching and, if needed, accepts suggestions for improvement.	5	4	3	2	1	0
II.    PROFESSIONAL ATTITUDE						
Comments:						
1. The teacher cooperates with the principal, colleagues, and the parish supervisor.	5	4	3	2	1	0
2. The teacher is on time, phones in absences, and does not abuse sick or personal leave (including holidays).	5	4	3	2	1	0
3. The teacher attends school functions and meetings and participates in school projects.	5	4	3	2	1	0
4. The teacher develops and maintains good public relations with the community and showcases the foreign language program.	5	4	3	2	1	0
5. The teacher dresses in a professional manner according to local guidelines.	5	4	3	2	1	0
6. The teacher demonstrates a positive professional attitude and, if needed, accepts suggestions for improvement.	5	4	3	2	1	0

III. INSTRUCTIONAL PRACTICES AND TEACHING PERFORMANCE						
Comments:						
1. The teacher consistently displays a dynamic instructional approach and effectively interacts with students.	5	4	3	2	1	0
2. The teacher monitors that the students are on task and involved throughout the class period.	5	4	3	2	1	0
3. The teacher uses French/Spanish almost exclusively as the language of instruction and communication.	5	4	3	2	1	0
4. The teacher uses gestures, visual aids, and multimedia materials to enhance comprehension.	5	4	3	2	1	0
5. The teacher minimizes correction of student errors and teaches correct forms through modeling and positive reinforcement.	5	4	3	2	1	0
6. The teacher demonstrates good instructional practices and, if needed, accepts suggestions for improvement.	5	4	3	2	1	0
IV. CLASSROOM MANAGEMENT						
Comments:						
1. The teacher has developed a discipline plan that has been submitted to the principal for approval.	5	4	3	2	1	0
2. The teacher treats students with respect, keeping in mind cultural differences.	5	4	3	2	1	0
3. The teacher implements the discipline plan consistently and, if needed, accepts suggestions for improvement.	5	4	3	2	1	0

Grand Total \_\_\_\_\_ /100

**COMMENTS: (Required if teacher is NOT recommended for renewal. In either case comments are encouraged and appreciated.)**

---



---



---

SIGNATURE \_\_\_\_\_ SIGNATURE \_\_\_\_\_  
Principal (Date) District Supervisor (Date)

SIGNATURE \_\_\_\_\_  
\*Teacher (Date)

\*My signature signifies only that I have read this evaluation and does not necessarily indicate my agreement or disagreement.

TEACHER COMMENTS:

---



---



---

**LOUISIANA DEPARTMENT OF EDUCATION  
FOREIGN ASSOCIATE TEACHER PROGRAM  
FINAL EVALUATION FORM**

Name of Teacher:	Name of Principal:
School:	Parish:
Nationality:	No. of Years in Louisiana:    1    2    3    4+

***Based on actual classroom observations, please rate this teacher using the following scale:***

**5= Excellent   4= Good   3= Satisfactory   2=Needs Improvement   1= Poor   0=Unacceptable**

I.    PLANNING AND PREPARATION FOR TEACHING						
Comments:						
1. The teacher submits daily, weekly and unit lesson plans based on the state standards and/ or local curriculum that include references to standards and benchmarks.	5	4	3	2	1	0
2. The teacher demonstrates planning for progressive phases of language learning and different learning styles.	5	4	3	2	1	0
3. The teacher demonstrates planning for a variety of types of assessments including both alternative and traditional.	5	4	3	2	1	0
4. The teacher demonstrates planning for the use of appropriate visuals and equipment that enhance the lesson.	5	4	3	2	1	0
5. The teacher demonstrates appropriate planning and preparation for teaching and, if needed, accepts suggestions for improvement.	5	4	3	2	1	0
II.    PROFESSIONAL ATTITUDE						
Comments:						
1. The teacher cooperates with the principal, colleagues, and the parish supervisor.	5	4	3	2	1	0
2. The teacher is on time, phones in absences, and does not abuse sick or personal leave (including holidays).	5	4	3	2	1	0
3. The teacher attends school functions and meetings and participates in school projects.	5	4	3	2	1	0
4. The teacher develops and maintains good public relations with the community and showcases the foreign language program.	5	4	3	2	1	0
5. The teacher dresses in a professional manner according to local guidelines.	5	4	3	2	1	0
6. The teacher demonstrates a positive professional attitude and, if needed, accepts suggestions for improvement.	5	4	3	2	1	0



III. INSTRUCTIONAL PRACTICES AND TEACHING PERFORMANCE						
Comments:						
1. The teacher consistently displays a dynamic instructional approach and effectively interacts with students.	5	4	3	2	1	0
2. The teacher monitors that the students are on task and involved throughout the class period.	5	4	3	2	1	0
3. The teacher uses French/Spanish almost exclusively as the language of instruction and communication.	5	4	3	2	1	0
4. The teacher uses gestures, visual aids, and multimedia materials to enhance comprehension.	5	4	3	2	1	0
5. The teacher minimizes correction of student errors and teaches correct forms through modeling and positive reinforcement.	5	4	3	2	1	0
6. The teacher demonstrates good instructional practices and, if needed, accepts suggestions for improvement.	5	4	3	2	1	0
IV. CLASSROOM MANAGEMENT						
Comments:						
1. The teacher has developed a discipline plan that has been submitted to the principal for approval.	5	4	3	2	1	0
2. The teacher treats students with respect, keeping in mind cultural differences.	5	4	3	2	1	0
3. The teacher implements the discipline plan consistently and, if needed, accepts suggestions for improvement.	5	4	3	2	1	0

Grand Total \_\_\_\_\_ /100

\_\_\_\_\_ I RECOMMEND THIS TEACHER FOR RENEWAL AT MY SCHOOL

\_\_\_\_\_ I DO NOT RECOMMEND THIS TEACHER FOR RENEWAL AT MY SCHOOL

**COMMENTS:** (Required if teacher is NOT recommended for renewal. In either case comments are encouraged and appreciated.)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

SIGNATURE \_\_\_\_\_  
Principal (Date)

SIGNATURE \_\_\_\_\_  
District Supervisor (Date)

SIGNATURE \_\_\_\_\_  
\*Teacher (Date)

\*My signature signifies only that I have read this evaluation and does not necessarily indicate my agreement or disagreement.

TEACHER COMMENTS:

\_\_\_\_\_

## References and Further Reading

- Armstrong, P. & Rogers, D. (1997). Basic Skills Revisited: The Effects of Foreign Language Instruction on Reading, Math, and Language Arts. *Learning Languages*, 2(3), 20-31.
- Caldas, S.J., & Boudreaux, N. (1999). Poverty, Race, and Foreign Language Immersion: Predictors of Math and English Language Arts Performance. *Learning Languages*, 5, 4-15.
- Curtain, H. & Dahlberg, C. A. (2008). *Languages and Children: Making the Match*. Boston: Allyn & Bacon.
- Day, E. and Shapson, S. (1996) *Studies in Immersion Education*. Clevedon, U. K.: Multilingual Matters.
- European Commission, Directorate General Education and Culture (2009). Study on the Contribution of Multilingualism to Creativity. Brussels: European Commission.
- Fortune, T. and Menke, M. (2010). *Struggling Learners and Language Immersion Education*. University of Minnesota: Center for Applied Research in Language Acquisition.
- Foster, K. (1987). *CODOFIL French Instruction and Its Relationships to Higher-Cognitive Processing and Metacognitive Processing*. Unpublished doctoral dissertation, University of Southern Mississippi, Hattiesburg, 1987.
- Garfinkel, A. and Tabor, K. (1991). Elementary School Foreign Languages and English Reading Achievement: A New View of the Relationship. *Foreign Language Annals*, 24(5), 375-382.
- Haj-Broussard, M. (2003). Language, Identity and the Achievement Gap: Comparing Experiences of African-American Students in a French Immersion and a Regular Education Context. Doctoral Dissertation. Baton Rouge, LA: Louisiana State University.
- Hakuta, K. (1986). *Cognitive Development of Bilingual Children*. Los Angeles: UCLA Center for Language Education and Research.
- Harley, B. (1986). *Age in Second Language Acquisition*. San Diego, CA: College Hill Press.
- Howard, E., Sugarman, J., Christian, D. Lindholm-Leary, K., Rogers, D. (2007). *Guiding Principals for Dual Language Education*. Washington, DC: Center for Applied Linguistics.
- Johnson, J. and Newport, E. (1989). Critical period Effects in Second Language Learning: The Influence of Maturational State on the Acquisition of English as a Second Language. *Cognitive Psychology*, 21, 60-99.

Kraschen, S. (2006). Lateralization, Language Learning, and the Critical Period: Some New Evidence. *Learning Languages*, 23(1), pp. 63-74.

Landry, R. (1974). A Comparison of Second Language Learners and Monolinguals on Divergent Thinking Tasks at the Elementary School Level. *Modern Language Journal*, 58, (1-2): 10-15.

Lang, M. (1990). Elementary Grade-level Foreign Language Studies and Student Performance on Reading and Language Arts Tests: A Study of Relationship by the Bureau of Pupil Accountability for the Bureau of Academic Support. Baton Rouge, LA: Louisiana Department of Education.

Lee, P. (1996). Cognitive Development in Bilingual Children: A Case for Bilingual Instruction in Early Childhood Education. *Bilingual Research Journal*. 20, 3-4, 499-522.

Louisiana Department of Education (1984). Comparison of Attainment Rates and Scores of Students Enrolled in Foreign Language Programs with Those Not Enrolled. Baton Rouge, LA: Louisiana Department of Education.

Rafferty, E. (1986). Second Language Study and Basic Skills in Louisiana. Baton Rouge, LA: Louisiana Department of Education.

Swain, Merrill and Lapkin, Sharon. (1991). "Additive Bilingualism and French Immersion Education: The Roles of Language Proficiency and Literacy," in H. G. Reynolds, *Bilingualism, Multiculturalism, and Second Language Learning: The McGill Conference in Honour of Wallace E. Lambert*. Hillsdale, NJ: Lawrence Erlbaum.

Taylor-Ward, C. (2003). The Relationship between Elementary School Foreign Language Study in Grades Three through Five and Louisiana Students' Academic Achievement on Standardized Tests. Doctoral Dissertation, Louisiana State University.

Thomas, W.P., Collier, V.P., & Abbott, M. (2002). A National Study of School Effectiveness for Language Minority Students' Long-Term Academic Achievement. UC Berkeley: Center for Research on Education, Diversity and Excellence.

### **Additional Web-based Resources**

#### **Center for Applied Linguistics**

<http://www.cal.org/>

#### **Center for Advanced Research on Language Acquisition**

<http://www.carla.umn.edu/>

#### **National K-12 Foreign Language Resource Center**

<http://nflrc.iastate.edu/>



**Classroom Observation Snapshot  
Adapted for World Language Instruction**

<b>School:</b>		<i>5 – Excellent – Exemplary instruction</i>					
<b>Teacher:</b>		<i>4- Above Average- Effective- few improvements needed</i>					
<b>Subject:</b>		<i>3 – Average – Effective in some areas</i>					
<b>Observer:</b>		<i>2 – Below Average – Ineffective in most areas</i>					
<b>Time:</b>		<i>1 – Needs improvement – Ineffective in all areas</i>					
<b>Level:</b>		<i>Date Observed:</i>					
<b>Domain I - Planning</b>							
	<i>The teacher plans effectively for instruction.</i>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Comments</b>
1.	The unit plan is available for review. It is current.						
2.	The unit plan follows the format shown in the parish curriculum guide.						
3.	The daily lesson plan is available for review. It is current.						
4.	The daily lesson plan follows the strategies for unit plan development. (Sensitization, exposition, acquisition, production, evaluation.)						
5.	The plan specifics learner outcomes in clear, concise objectives.						
6.	The objective is stated for the learners' benefit.						
7.	The objective is age, grade-level appropriate.						
8.	The learners have the necessary "entry level" skills to reach the objective.						
<b>Domain II - Management</b>							
	<i>The teacher maintains an environment conducive to learning.</i>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Comments</b>
1.	The students are attending to their learning.						
2.	The students are held accountable for their learning.						
3.	Active participation of the learner is observed.						
4.	Teacher monitoring during the lesson is evident.						
5.	Directions are clearly given.						
6.	Class begins on time.						
7.	Routine tasks are handled efficiently.						
8.	Clear expectations from the teacher regarding learner behavior are observed. A discipline plan is in place for dealing with disruptive behavior. Rules are prominently posted (no more than 5).						
9.	The teacher is consistent with his/her expectations.						
10.	The teacher uses appropriate consequences and rewards.						
<b>Domain III- Instruction</b>							
	<i>The teacher delivers planned instruction effectively.</i>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Comments</b>
1.	The teacher uses the "communicative approach" as the major method of instruction.						
2.	Communicating in the target language is the ultimate goal of instruction.						
3.	One hears more of the target language than English in the classroom.						
4.	One hears the target language spoken by the students.						
5.	The teacher conducts classroom routines/directives in target language.						
6.	The teacher "sets" the students for the lesson's objective. (sensitization)						
7.	The teacher follows the "natural order" of language acquisition. (listening, speaking, reading, writing)						
8.	The teacher reviews previously learned skills ,if necessary , in order to achieve the objective.						
9.	Students are motivated before and during the lesson.						
10.	There is interaction in the target language between teacher and learners.						

**Classroom Observation Snapshot  
Adapted for World Language Instruction**

<b>Domain III- Instruction (continued)</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Comments</b>
11.	There is interaction in the target language among the learners.						
12.	The interaction between teacher and learners and among learners themselves is communicative in nature.						
13.	The lesson deals with situations outside of the classroom.						
14.	The lesson deals with real-life situations(s).						
15.	The teacher uses manipulatives, pictures, objects of all kinds, mime, etc., to demonstrate or review the lesson. (Teacher uses “realia”).						
16.	The materials/activities facilitate the learning.						
17.	Grammar, vocabulary, target language structure, and expressions are presented as tools for communication.						
18.	The teacher evaluates the student-work prior to the end of the lesson.						
19.	The teacher informs the students of the results of the lesson. Students know where they stand in relationship to achieving the objective.						
20.	The teacher made provisions (if necessary) for re-teaching or extending the lesson.						
21.	The level of Higher Order Thinking Skills reached during the lesson – circle all that apply: Knowledge (recall), Comprehension (why or how), Application (applied), Analysis (take apart), Synthesis (invent, create), Evaluation (judgment).						
22.	There is a proper “closing” for the lesson.						
23.	The teacher addresses individual differences.						
24.	There are at least two different activities or efforts to address different learning styles (differentiated instruction).						
25.	The teacher and learners achieve the objective(s).						
26.	The teacher integrates technology into the lesson.						
<b>Domain IV – Professional Development and Responsibility</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Comments</b>
1.	The teacher provides adequate discussion and demonstration of the skill or concept inherent in the objective.						
2.	The teacher demonstrates appropriate knowledge of the subject area.						
3.	The teacher demonstrates oral speaking skills at the level of Intermediate High or above on the ACTFL Oral Proficiency Scale.						
4.	The teacher is presently in a recognized program of self-improvement in his/her area of weakness.						
5.	The teacher is open to sharing his/her expertise and materials.						
6.	The teacher participates adequately in all aspects of the World Languages Program specifically including the staff development program and the student evaluation program (parish-wide and state testing programs).						
<b>Domain V – School Improvement</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Comments</b>
1.	The teacher provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist.						
2.	The teacher encourages parents/caregivers to become active partners in their children’s education and to become involved in school and classroom activities.						
3.	The teacher seeks community involvement in instructional program.						

**Additional comments:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_