



International Schools / Dual Language Immersion Task Force Recommendations

**Part 1, Part 2, Part 3
2016 - 2018**

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This is a three-part report documenting background, issues and recommendations for International / dual language immersion schools in Seattle Public Schools. This report was compiled by the Dual Language Taskforce members and led by Michele Aoki from 2016 – 2018.



International Schools / Dual Language Immersion Task Force Recommendations Part 3: Issue D Sustainability

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Executive Summary

International Education in Seattle was an outgrowth of the late 1990's, reflecting the dual realities of globalization and the increasing number of students coming to school with home languages other than English. This was in the context of state and national education reform, the standards movement in education, and a desire to have all students achieve at higher levels by clearly identifying what students needed to know and be able to do. Between 2000 and 2014, Seattle Public Schools opened 10 International Schools with Dual Language Immersion programs in Spanish, Japanese, and Mandarin in the Northeast, Southeast, and Southwest regions of the city.

In spring 2016, Seattle Public Schools initiated a process for studying the impacts, risks, and benefits of sustaining and expanding Seattle's International Schools and Dual Language Immersion programs through the establishment of an International Schools / Dual Language Immersion Task Force. Part 1 of the Recommendations, published in August 2016, addressed **Issue A Pathways** and **Issue B Assignment Plan Models**. Part 2 of the Recommendations, published in March 2018, addressed **Issue C Program Models** within Dual Language Immersion programs. Part 3 of the Recommendations addresses **Issue D Sustainability**.

Recommendations for Issue D Sustainability

The International Schools/Dual Language Immersion Task Force has 4 recommendations for Issue D Sustainability:

Recommendation D1 Funding International Education & Dual Language Immersion: Fund the International Education Budget Requests for school year 2018-2019 for the International Schools Leadership Team (partial FTE, stipends, and extra hours).

Recommendation D2 Hiring Qualified Teachers and Assistants: Continue to be part of the Professional Educator Standards Board (PESB) efforts to strengthen the diversity of the teaching work force and expand recruitment of bilingual teachers. Continue to collaborate closely with Seattle Public Schools Human Resources on Dual Language Immersion and World Languages as high needs hiring areas.

Recommendation D3 Acquiring Curricular Materials: Plan and budget for purchasing, developing, translating and/or adapting curricular materials any time the district does an instructional materials adoption in a content area that is taught in the partner language in Dual Language Immersion programs in the district. Where an adoption has not taken place but materials are needed, plan and budget for materials, as needed, in the partner languages.

Recommendation D4 Professional Development: Work with the International Schools principals and International Schools Leadership Team (ISLT) of teacher leaders to define a professional development plan to meet the needs of teachers in International Schools and Dual Language Immersion programs at any level of experience.

Introduction

International Education in Seattle was an outgrowth of the late 1990's, reflecting the dual realities of globalization and the increasing number of students coming to school with home languages other than English. This was in the context of state and national education reform, the standards movement in education, and a desire to have all students achieve at higher levels by clearly identifying what students needed to know and be able to do. Between 2000 and 2014, Seattle Public Schools opened 10 International Schools with Dual Language Immersion programs in Spanish, Japanese, and Mandarin in the Northeast, Southeast, and Southwest regions of the city.

In spring 2016, Seattle Public Schools initiated a process for studying the impacts, risks, and benefits of sustaining and expanding Seattle's International Schools and Dual Language Immersion programs through the establishment of an International Schools / Dual Language Immersion Task Force. The role of the task force is to gather, analyze, review, and consider information and data and to prepare a report to the Superintendent of Schools regarding Seattle's International Schools and Dual Language Immersion programs.

According to the Task Force Charter, the report should address the following issues:

- A. Analysis of pathways for Dual Language Immersion students, including recommendations about completing pathways in the SE and SW as well as additional pathways in other regions
- B. Assignment plan models for International Schools – geozone vs. neighborhood, and equity issues in relation to class size due to attrition in grades 2-8, as well as effective approaches to outreach to populations who could benefit from the program
- C. Program models within Dual Language Immersion programs, including number of languages taught per school, content taught in the partner language, language of initial literacy
- D. Resources required for maintaining and expanding Seattle's International Schools, including the hiring of qualified bilingual teachers and instructional assistants in the Immersion classrooms and acquisition of appropriate curricular materials in immersion languages, and professional development of all teachers on teaching a globalized curriculum

Part 1 of the Recommendations, published in August 2016, addressed **Issue A Pathways** and **Issue B Assignment Plan Models**.

Part 2 of the Recommendations, published in March 2018, addressed **Issue C Program Models** within Dual Language Immersion programs.

Part 3 of the Recommendations addresses **Issue D Sustainability**.

Issue D Sustainability Overview

The International Schools/Dual Language Immersion Task Force Charter from 2016 defined Issue D as follows:

Resources required for maintaining and expanding Seattle’s International Schools, including the hiring of qualified bilingual teachers and instructional assistants in the Immersion classrooms and acquisition of appropriate curricular materials in immersion languages, and professional development of all teachers on teaching a globalized curriculum

Over the years, the district focus on International Schools has been on expanding and completing the three pathways identified (two elementary schools, one middle, and one high school) in each of three regions of the district: Northwest, Southeast, and Southwest. What became clear as the Task Force began its work in 2016 was that expansion (or even just completion of already promised pathways) was not feasible without a clear understanding of what is needed to maintain, or sustain, each school over the years after its initial designation as “International.”

The Task Force Charter called out three aspects of sustainability that are addressed in this final Task Force Recommendation Report, following an overview on Funding:

- [Funding International Education & Dual Language Immersion](#)
- [Hiring Qualified Teachers and Assistants](#)
- [Acquiring Curricular Materials](#)
- [Professional Development](#)

Recommendations for Issue D Sustainability

The International Schools/Dual Language Immersion Task Force has 4 recommendations for Issue D Sustainability:

Recommendation D1 Funding International Education & Dual Language Immersion: Fund the International Education Budget Requests for school year 2018-2019 for the International Schools Leadership Team (partial FTE, stipends, and extra hours).

Recommendation D2 Hiring Qualified Teachers and Assistants: Continue to be part of the Professional Educator Standards Board (PESB) efforts to strengthen the diversity of the teaching work force and expand recruitment of bilingual teachers. Continue to collaborate closely with Seattle Public Schools Human Resources on Dual Language Immersion and World Languages as high needs hiring areas.

Recommendation D3 Acquiring Curricular Materials: Plan and budget for purchasing, developing, translating and/or adapting curricular materials any time the district does an instructional materials adoption in a content area that is taught in the partner language in Dual Language Immersion

programs in the district. Where an adoption has not taken place but materials are needed, plan and budget for materials, as needed, in the partner languages.

Recommendation D4 Professional Development: Work with the International Schools principals and International Schools Leadership Team (ISLT) of teacher leaders to define a professional development plan to meet the needs of teachers in International Schools and Dual Language Immersion programs at any level of experience.

Funding International Education & Dual Language Immersion

In early 2017, the Seattle Schools School Board decided to launch a district program review of the International Schools and Dual Language Immersion programs in the 2016-2017 school year. The Seattle Schools Research and Evaluation team presented their [final report](#) to the School Board in October 2017. The Task Force members served as a sounding board for the Program Review team, and findings from the Program Review have informed the completion of the Task Force's work.

The International Schools/Dual Language Immersion Program Review in 2017 provided descriptive information about the costs associated with operating the International Schools (see [Appendix A](#)). However, knowing the amounts budgeted does not really give a clear picture of what is actually spent or needed to sustain the schools and operate high-quality Dual Language Immersion programs over time.

A 2012 "Excellence for All" presentation prepared for district leadership (see [Appendix B](#)) did recommend \$30,000 per year for existing schools to sustain their current programs, as well as a centrally funded International Education Administrator, full-time Consulting Teacher, and \$25,000 a year for Teacher Leaders.

In 2014-2015, funding was allocated for the International Schools Leadership Team (ISLT) to include several partial FTE teacher leader positions at the school sites in lieu of funding a single Consulting Teacher at the district level. This model was very successful in the years it was funded (2014-2015 and 2016-2017, with partial (late) funding in 2015-2016 and no funding in 2017-2018 (see [Appendix A](#)).

The Task Force strongly recommends funding the ISLT for 2018-2019 and beyond (see [Appendix C](#)). Ideally, there should be at least one representative from each International School, as well as each partner language for Dual Language Immersion and at all three levels (elementary, middle, and high).

As one parent member of the Task Force stated when reviewing a draft of this report, "In my opinion, after several years on the International Task Force, a budget for the International Schools Leadership Team is the most critical budget item that needs to still be funded. This team has demonstrated the ability to come together and work for continuous improvement for the International Schools in Seattle Public Schools. This team is critical to keep discovering and continuing best practices. The team helps to create consistency, review curriculum, and recommend changes/enhancements to the International Schools. This budget item is the most efficient spend you can do for the Seattle International Schools. Engaged experts coming together regularly with common goals is a powerful tool."

Recommendation D1 Funding International Education & Dual Language Immersion: Fund the International Education Budget Requests for school year 2018-2019 for the International Schools Leadership Team (partial FTE, stipends, and extra hours).

Hiring Qualified Teachers and Assistants

The difficulty in hiring qualified teachers for Dual Language Immersion programs was one of the major concerns that led to the creation of the International Schools/Dual Language Immersion Task Force in spring 2016. It is helpful to review the context for this issue.

Historical Shortages of Qualified Personnel

Several classes of students had not had access to a certificated teacher for their core instruction for all or a large part of the 2014-2015 academic year due to shortages of qualified Dual Language Immersion personnel. For example, one DLI position was unfilled for an entire semester at McDonald International School. Another .5 FTE DLI position at the school remained unfilled for the 2014-2015 year. This resulted in non-credentialed staff (instructional assistants and substitutes) teaching these classes. Similarly, at Dearborn Park International School, it took until March 2016 for the school to hire a fully qualified Spanish teacher for the 2nd grade Spanish Dual Language Immersion class.

In addition, there have generally been no qualified Dual Language Immersion substitute teachers in the substitute pool, such that if there is a long-term need for a substitute teacher, there is no one to fill the position. Again, schools have had to rely on non-certificated staff such as instructional assistants, or the class has had to be taught in English because the substitute teacher did not speak the partner language.

Attracting Highly Qualified Candidates

Across the nation, as well as in Washington state and Seattle Public Schools, there is a shortage of certificated teachers who are endorsed to teach core instruction in a Dual Language Immersion setting. Qualified candidates have a wide range of employment opportunities to choose from in both the private and public sector—including other districts with new DLI programs. In many of Seattle's International Schools, .5 FTE DLI teacher positions are offered. These positions are simply not ideal for attracting candidates who can easily get full-time employment elsewhere.

Traditionally, Seattle Schools Human Resources did not advertise positions beyond internal candidates until late spring. By that time, there were very few, if any, qualified Dual Language Immersion teachers available to interview.

Requirements for Dual Language Immersion Teachers

To teach in **elementary Dual Language Immersion programs** where the language teacher is the teacher of content as well as language, the teachers must have:

- Washington State Teacher Certification with an Elementary Education Endorsement
- Near-native fluency and literacy skills in the partner language

Ideally, these teachers should also have a strong background in language acquisition and pedagogy that might include one of the following:

- Designated World Language (Spanish, Japanese, or Chinese (Mandarin)) Endorsement
- English Language Learner (ELL) Endorsement
- Bilingual Education (ELL and Spanish, Japanese, or Chinese (Mandarin)) Endorsement

To teach at the **middle school level DLI continuation**, language teachers must have:

- Designated World Language (Spanish, Japanese, or Chinese (Mandarin)) Endorsement
- Ideally, the Bilingual Education Endorsement if they are teaching primarily heritage language students in the heritage language
- If the school is able to offer content classes in the partner language, such as Social Studies, then it is helpful for the language teacher to also have: Social Studies Endorsement (or the equivalent, such as Humanities or History)

Since the middle school level Social Studies courses are not credit-bearing, if the teacher has the knowledge and skills to teach thematic units in the language course based on Social Studies curriculum, it is not absolutely necessary for the teacher to also hold a Social Studies Endorsement.

To teach at the **high school level DLI continuation**, language teachers must have:

- Designated World Language (Spanish, Japanese, or Chinese (Mandarin)) Endorsement

Students will be earning high school world language credits from these courses so the teacher must be properly endorsed. If the school is able to offer content classes in the partner language, such as Social Studies, then it is critical for the language teacher to also have:

- Social Studies Endorsement (or the equivalent, such as Humanities or History)

Seattle has typically offered Social Studies as the content for the partner language at the secondary level. In some districts, middle and high school Dual Language Immersion programs teach other content, such as Math or Science, in the partner language. That would be an additional endorsement requirement.

Until recently, the process for adding an endorsement (known as “Retooling”) was expensive and time-consuming. Under new state rules, however, World Language teachers can add the Social Studies Endorsement and Social Studies teachers can add the World Language endorsement simply by passing the currently required state tests (Washington Education Skills Test – Endorsement or WEST-E and for language proficiency, the American Council on the Teaching of Foreign Languages (ACTFL) proficiency assessments). They still need the knowledge and skills to pass the tests, but they do not need to enter a new college preparation program or pay for tuition for specific courses.

Role of Assistants

While it is absolutely necessary to hire qualified certificated teachers to teach in DLI programs, in Seattle, there has also been a long-standing tradition of hiring language immersion instructional

assistants (para-professionals) to support the DLI teachers. The tradition began when John Stanford International School launched in 2000 because with launching a new program, it made sense to use grant funding to provide the additional support to the classroom teacher, who was also engaged in developing curriculum and collaborating with partner teachers in English. There were very large class-sizes in those years (28-30 students even in kindergarten), and the language immersion IA filled an important role of being an additional language model in the classroom.

The elementary International Schools that opened later at Concord and Beacon Hill had significant numbers of native/heritage speakers among the students who could serve as language models. As Title I schools, they also generally had smaller class sizes and other resources in the school to support bilingual families, for example.

With less district funding, John Stanford and McDonald International Schools looked to their PTA organizations and parents and families to raise the substantial funding each year that could be granted to the district to hire language immersion IAs in Japanese and Spanish. However, this created a major disparity between schools that could raise those funds and schools that could not. It also put the district in the awkward position of hiring permanent district staff (language immersion IAs) using PTA-sponsored grant funding that could not be guaranteed every year. For the 2017-2018 school year, the principals and staff at John Stanford and McDonald took the step of restructuring their programs so as to reduce the need for hiring instructional assistants as district employees through PTA-sponsored grants.

It remains to be seen whether the programs can function as well with temporary interns and international assistants who change each year compared to the stability and consistency of the language immersion IAs. This issue will likely need to be addressed again in the future.

Recent Developments in Teacher Certification and Hiring

Fortunately, since spring 2016 when the International Schools/Dual Language Immersion Task Force began its work, there have been a number of changes in education both nationally and at the state level that have had a profound impact on the hiring challenges faced by our district. The most significant change was the end of the federal No Child Left Behind (NCLB) version of the Elementary and Secondary Education Act, which was replaced by the Every Student Succeeds Act (ESSA) in December 2015.

Under NCLB, all teachers hired in our district needed to be considered “highly qualified,” as demonstrated by passing the Washington Educator Skills Tests (WEST) in various areas including Basic Skills (Math and Reading and Writing) and Endorsements, such as Elementary Education, Designated World Language, Bilingual Education, etc. This testing requirement for teachers is no longer part of ESSA, so the district can now hire teachers who are otherwise qualified based on teaching experience and certification, but have not yet passed our state tests. They are hired on a temporary, Conditional or Emergency Certification, or Out of Endorsement, until they can meet the state’s current testing requirements. Since 2016, we have hired a number of excellent teachers based on this change in federal policy, and given them time to complete the testing requirements.

At the state level, the Professional Educator Standards Board (PESB) has been very active in several projects to increase the diversity of the teaching force by creating stronger pipelines for teachers of

color and bilingual teachers to seek education as a career field and have a pathway to become teachers that is financially and logistically manageable. These changes are also increasing the number of bilingual teachers who may be interested and qualified to teach in Dual Language Immersion programs.

In winter/spring 2018, the PESB convened the Testing Barriers Work Group, which examined the extent to which the current required testing system for teacher certification and endorsements (the system that was originally developed to meet the requirements of NCLB) creates unnecessary barriers for potential teachers of color or bilingual teachers to become certificated. The Work Group recommended eliminating many of the state tests, or if they are retained, offering expanded accommodations, such as eliminating the timed tests. It turns out that many potential DLI teachers have not been able to earn their certification because they simply cannot read and write English fast enough to pass a timed test for the WEST-B (Basic Skills).

There is even funding now for paraeducators (like Instructional Assistants) to complete teacher education programs, often while continuing to work in their schools. In fact, for several of Seattle's DLI programs, a major source of new DLI teachers has been language immersion IAs who have taken the time and expense, on their own, to complete teacher certification based on their positive experiences in the DLI classroom. Unfortunately, we will not have as many IAs now as we used to (see [Role of Assistants](#)) to take advantage of these funding opportunities.

Since winter 2017, SPS Seattle Public Schools Human Resources has identified Dual Language Immersion and World Language teachers as a high-needs hiring area for the district. We have been able to begin interviewing prospective teachers as early as January and offer strong candidates contingency contracts so that they can be hired as soon as open positions are identified in the spring.

Finally, the district has embraced the opportunity to bring visiting teachers from Spain, China, and Japan on temporary exchange teacher J-1 visas. Each program is slightly different, but these teachers are all experienced teachers at the level they'll be teaching in our schools, native speakers of their language, and eager for the opportunity to teach internationally. The schools who have hosted visiting teachers speak positively about the experience. Since 2017, the district has paid the visa processing cost (\$1500 for the first year), which is a great help to the schools, which previously had to use school funds to cover those costs. The visiting teachers all receive the Nonimmigrant Exchange Teacher Certificate from our state Office of Superintendent of Public Instruction to be fully qualified as classroom teachers. Visiting teachers on the J-1 visa may be able to renew their visas for up to five years.

In summary, recent developments in teacher certification and hiring have addressed or will address many of the challenges that schools were facing just a few years ago. The Task Force therefore offers a more general recommendation that will sustain the forward momentum.

Recommendation D2 Hiring Qualified Teachers and Assistants: Continue to be part of the Professional Educator Standards Board (PESB) efforts to strengthen the diversity of the teaching work force and expand recruitment of bilingual teachers. Continue to collaborate closely with Seattle Public Schools Human Resources on Dual Language Immersion and World Languages as high needs hiring areas.

Acquiring Curricular Materials

Since the establishment of the first Dual Language Immersion program in 2000, curriculum for Spanish, Japanese, or Mandarin Dual Language Immersion programs has not been adequately considered when the district adopts new materials. To ensure the viability of the programs, it is imperative that teachers and students have access to curriculum in the partner (immersion) languages that is aligned with Common Core State Standards and Next Generation Science Standards (NGSS).

For many years, instructional materials adoptions have not considered the need for Japanese and Chinese translations or adaptations, even if the materials adoption did include Spanish translations. Therefore, schools and teachers have been left to find supplemental materials or apply for waivers. Resources for compensation for the extra work Dual Language Immersion teachers do to create materials in the partner language have not been considered as part of the cost of a new adoption even though it is a real cost associated with DLI programs, and especially programs that teach languages other than Spanish.

With the adoption process for K-8 Science in 2019, we have the opportunity to approach materials adoption in a new way. Indeed, during the 2017-2018 launch year for the new adoption, DLI teachers from all three languages and all five elementary International Schools with DLI programs participated in the launch PD and beginning use of new materials for Science aligned to NGSS. Our DLI teachers are eager to collaborate with district content program managers from the very earliest stages of an adoption process to ensure that students' needs for appropriate materials in the language of instruction are provided. Parents and community members are also joining the adoption committees to ensure that all committee members consider the needs of students and teacher in Seattle's DLI programs.

Even after an adoption process, there needs to be continued attention to addressing the needs of DLI programs. For example, when the Center for Collaborative Classroom (CCC) was adopted for K-5 English Language Arts in summer of 2017, no additional resources were provided to the schools or the International Education budget to support partner language teachers to collaborate with the English side teachers on literacy development or to purchase or develop complementary literacy materials in Spanish, Japanese, or Chinese. While schools received whole classrooms of books and reading materials for students in English, the district provided no such resource in Spanish, Japanese, or Chinese.

The Task Force offers a firm recommendation for action now and for future curriculum planning and instructional materials adoptions.

Recommendation D3 Acquiring Curricular Materials: Plan and budget for purchasing, developing, translating and/or adapting curricular materials any time the district does an instructional materials adoption in a content area that is taught in the partner language in Dual Language Immersion programs in the district. Where an adoption has not taken place but materials are needed, plan and budget for materials, as needed, in the partner languages.

Professional Development

Educators and policymakers are increasingly looking to teacher professional learning as an important strategy for supporting the complex skills students need to be prepared for further education and work in the 21st century. For students to develop mastery of challenging content, problem-solving, effective communication and collaboration, and self-direction, teachers must employ more sophisticated forms of teaching. Effective professional development (PD) is key to teachers learning and refining the pedagogies required to teach these skills.

(Retrieved 6/11/2018 <https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report>)

If these statements are true about professional development of teachers, in general, they are especially true for individuals teaching in Seattle's International Schools and in Dual Language Immersion programs. These are schools with an all-school curricular focus of preparing students to be globally competent, respectful and responsible global citizens. Within the DLI programs, the teachers are tasked with conveying complex content in a variety of subjects through a partner language that is not the language of the mainstream culture outside the classroom door.

Since the launch of the first International School in Seattle, John Stanford International School, in 2000, we have learned a great deal about what constitutes effective professional development for teachers in these schools. Opportunities to learn from national and international experts in International Education and Dual Language Immersion need to be balanced with workshops led by teacher leaders within our schools and region. International Schools teachers have participated in, organized and presented at multiple International Education Summits and Symposia, Social Studies and World Language and Dual Language Conferences. They have been given opportunities (sub days) to observe each other and teachers in other districts so that they can see what others are doing first hand.

There is not an easy way to quantify what this type of PD costs in terms of time and money. But we have the opportunity for school year 2018-2019 to map out a plan that will meet the needs of current as well as the many new teachers who will be joining our schools in the fall. The Task Force recommends working with the International Schools principals and International Schools Leadership Team (ISLT) to put together such a plan.

Recommendation D4 Professional Development: Work with the International Schools principals and International Schools Leadership Team (ISLT) of teacher leaders to define a professional development plan to meet the needs of teachers in International Schools and Dual Language Immersion programs at any level of experience.

Completion of the Task Force

The International Schools/Dual Language Immersion Task Force was launched in spring 2016 with a series of community meetings to provide a snapshot on “International Education in Seattle: Remembering the Past, Understanding the Present, and Imagining the Future.” These meetings provided an opportunity for community input on some of the key issues outlined in the Task Force Charter.

The strongest message from all of the community meetings held in spring 2016 was that the district needs to ensure that the **current International Schools are both sustainable and equitable**. Although supporting the current 10 International Schools was the highest priority, there was also strong consensus from the Task Force that the pathways that have already been part of the strategic plan for International Schools should be completed. In particular, there was urgency to identify the Southeast high school for Mandarin and Spanish Dual Language Immersion continuation since families were promised a K-12 pathway when they entered Beacon Hill International School many years ago.

Regarding equity, the Task Force heard compelling words from parents and community members whose first language was not English about the importance of offering Dual Language Immersion as an effective gap-elimination strategy. This would suggest expanding opportunities for Dual Language Immersion beyond the current 10 International Schools.

Sustainability includes the issue of funding. We need a clearer picture of which budget items are “must haves” because the school is an International School with a Dual Language Immersion Program and which items are “desirable,” but not absolutely necessary.

In this final set of recommendations from the International Schools/Dual Language Immersion Task Force 2016-2018, we have taken the first steps to identifying those “must haves” for sustainability of International Schools and Dual Language Immersion programs. This report addresses three aspects of sustainability that were outlined in the Task Force Charter, after beginning with an overview on Funding:

- [Funding International Education & Dual Language Immersion](#)
- [Hiring Qualified Teachers and Assistants](#)
- [Acquiring Curricular Materials](#)
- [Professional Development](#)

Seattle Public Schools thanks all of the members of the Task Force for their commitment to this work over the past two years, and we hope that they will continue to follow and support the implementation of the Task Force recommendations.

Appendix A: International Education Program Budget (2017)

*(originally prepared by Seattle Public Schools Office of Research and Evaluation,
for the Intl/DLI Program Review Final Report in October 2017)*

Cost Summary

In this section, we provide descriptive information about the costs associated with operating the International Schools. Data sources for the analysis include programmatic information from the International Education office, as well as data from the SPS Grants Office and Budget Office.

Generally speaking, there are five types of funding that the district provides to International Schools to support staff and students: start-up funding to International Schools in their initial years of operation; central office support, the International Schools Leadership Team (ISLT), grants (including PTA support), and staffing mitigation. Below, we report on costs in each of these areas.

Reporting on costs, however, is limited by the quality of data collection and reporting on costs and expenditures districtwide. Data presented below are descriptive only and provide only a snapshot of funding from central district tracking sources as opposed to a historical analysis of data trends.

1. Start-up Funding

Data source: International Education office. As schools plan to transition from traditional schools to an International School, the district has traditionally allocated \$15,000 for pre-planning activities, and another \$100,000-\$130,000 (depending on school size) for the initial year of implementation. These start-up funds may be used for the following activities:

- a. Creating a multi-year professional development plan
- b. Planning and creating curricular units that infuse global perspective and/or target language
- c. Planning for and developing a comprehensive assessment plan/system in multiple subjects and languages
- d. Purchasing/creating materials and curriculum for global perspective, target languages, and an international climate
- e. Purchasing of leveled classroom and library books in the target languages
- f. Continuing collaboration with other International Schools and within a school team

[See the appendix for detailed budget information from the International Education office, including a historical table of start-up funding by school.](#)

2. Central Office Support

Data source: International Education office. The district currently employs one Full Time Equivalent (FTE) administrator to support International Education/Dual Language Immersion. Annual cost in terms of salary, benefits, and internal departmental budget is approximately \$155,000.

3. International Schools Leadership Team (ISLT)

Data source: International Education office. The ISLT was established in 2014 as a leadership group of teacher leaders from all of the International Schools. The ISLT Leads each received 0.2 FTE to devote time to support both their school and all International Schools across the district. About half the remaining ISLT members received a yearly stipend of \$3,500 to \$5,000 (depending on the year) and the remaining ISLT members received extra hours for attending ISLT planning meetings and carrying out projects and professional

development. Funding for the ISLT has varied over the years. It was fully funded in 2016-17 (\$156,439 across both staff and funding for professional development), but did not receive any funding for 2017-18.

4. Grants

Data source: SPS Grants office. Apart from official district-funded channels for funding, International Schools may receive external funding to support programs and services for students and staff. One notable source of funding is that from Parent Teacher Associations (PTAs). Others include Title I funding and City Levy Grant funding.

Table 6. SPS-tracked sources for International Schools, 2016-17

Northwest Region						
John Stanford International	-	\$44,165	-	\$513,565	-	\$557,730
McDonald International	-	\$45,380	-	\$404,421	-	\$449,801
Hamilton International	-	\$59,784	\$177,066	\$77,700	\$40,000	\$354,550
Ingraham International	-	\$81,047	\$448,327	-	\$9,798	\$539,172
Southwest Region						
Concord International	\$207,230	\$97,188	\$349,355	-	\$26,500	\$680,273
Denny International	\$341,550	-	\$612,302	-	\$350,191	\$1,304,043
Chief Sealth International	-	\$121,571	-	-	\$40,786	\$162,357
Southeast Region						
Beacon Hill International	\$124,054	\$77,750	\$377,961	\$40,015	\$41,950	\$661,730
Dearborn Park International	\$174,483	\$97,188	\$272,162	-	\$190,642	\$734,475
Mercer International	\$426,930	-	\$504,564	-	\$236,833	\$1,168,327

As shown in the table above, schools received a constellation of external supports in 2016-17. Schools in the northwest pathway typically use the PTA as a fundraising tool to support general school activities, as well as hiring of Instructional Assistants (IAs) for both DLI and non-DLI support. Schools in the southeast and southwest pathways utilize other external grants, such as Title I and City Levy grants (delivered via formulas based on student demographics), to support staffing and other programming activities. 33

Table 7. SPS Budget Office report of staffing mitigation

5. Staffing Mitigation

Data source: SPS Budget office. Board Policy No. 6010 sets forth guiding principles by which staffing needs are allocated to different schools. Among them is that funding models should “Provide the core staffing needed for schools to focus on academic issues.” For International Schools, this may entail school requests to provide additional staffing to support Dual Language Immersion classes, due to the infeasibility of combining under-enrolled classes taught in different partner languages. To determine allowances for additional staff, the district takes into account overall budget availability and analyzes school needs based on equity factors and student needs.

The Budget office cautions that different factors influence the staffing mitigation that a school receives, and mitigation requests have not been systematically tracked in consistent ways year to year. Table 7 represents the Budget Office’s best estimate of mitigation requests for 2016-17 that are reflective of schools’ needs for DLI programs. The Budget Office cautions, however, that schools across the district receive staffing mitigation for a number of reasons, including enrollment of a large number of high-need students (i.e. schools with large achievement gaps and/or high poverty), small school size, and specialized programs (e.g. International Baccalaureate, Proyecto Saber). Dual Language Immersion is just one example of a programmatic justification for a mitigation request.

International Education Program Budget

Michele Anciaux Aoki, author

*(originally prepared by Dr. Michele Anciaux Aoki, International Education Administrator,
for the Intl/DLI Program Review Appendix in August 2017)*

Budget Overview

The International Education Administrator is responsible for managing the International Education (4K) budget each year. The main budget item (not shown in the summary below) is the salary and benefits for the central office person filling that position. Non-Staff Expense (Teacher Time) is mainly for extra hours for teacher collaboration and professional development and Non-Staff Expense (Other Exp) covers printing, materials, registrations (mainly language tests for DLI), travel, etc. In 2016-2017, a separate budget was set up for the International Schools Leadership Team (ISLT) (1.2 FTE split across 5 teachers, plus \$25,000 for stipends, extra hours, and conferences).

International Ed Budget (4K)	Non-Staff Expense: (Teacher Time)	Non-Staff Expense: (Other Exp)	ISLT Staff: 1.2 FTE, 5 partial FTE teacher leaders in schools	ISLT stipends, extra hours, PD & Conference
2012-2013	\$ 3,310.64	\$ 9,388.71		
2013-2014	\$ 84,443.52	\$ 21,588.06		
2014-2015	\$ 50,270.67	\$ 19,192.38		
2015-2016	\$ 46,711.08	\$ 59,911.98		
2016-2017	\$ 19,361.00	\$ 7,813.55	\$ 131,439.00	\$25,000.00
2017-2018	\$ 12,597.00	\$ 6,986.00		

International Schools Leadership Team

The International Schools Leadership Team (ISLT) was established in 2014 as a leadership group of teacher leaders from all of the International Schools. The ISLT Leads each received .2 Full Time Equivalent pay (FTE) to devote time to support internationalizing their school and supporting all of the International Schools across the district. (The Lead teacher, Noah Zeichner, generally received .4 FTE, but the funding came from varied resources besides the Intl 4K budget.) About half the remaining ISLT members received a yearly stipend of \$3500 to \$5000 (depending on the year) and the remaining ISLT members received extra hours for attending ISLT planning meetings and carrying out projects and Professional Development (PD). The ISLT was partially funded in 2013-2014, fully funded in 2014-2015 (though the amounts appear to have been allocated directly to the schools' budgets for the FTE and stipends), not funded in 2015-2016 (late funding came in May 2016, but was used to support PD and teacher collaboration since it was too late to do FTEs or stipends), and was fully funded in 2016-2017. As of August 25, 2017, nothing was budgeted for the ISLT in 2017-2018.

Other Grants

The International Education Administrator also administers the federally funded (Dept. of Defense) STARTALK grant, which funds a summer Alt Route Certification program with Pacific Lutheran University (PLU) for teachers of critical languages, including Chinese. The Seattle International Schools do not receive any funding from this grant, but the district has benefited from having a ready supply of fully Certificated and Endorsed teachers of Chinese available to teach in any of our schools offering Mandarin Chinese.

The International Education Administrator also serves as the Co-Director of the Confucius Institute of the State of Washington ([CIWA](#)), in partnership with the University of Washington (Office of Global Affairs), Governor's Office and Office of Superintendent of Public Instruction (OSPI), and Hanban in China. The Alliance for Education serves as the fiscal agent for the grant. Each year a portion of the funds (about \$3000 - \$15,000 depending on the year and the projects funded) is allocated as a grant to Seattle Public Schools to the International Education 4K budget. Most of those funds are used for extra hours for Chinese teachers for professional development or curriculum development. Sometimes funds are used to purchase materials to support the learning of Chinese. The total annual budget for CIWA is over \$200,000 with about half of that going to the University of Washington. The remainder supports the expansion of Chinese language learning and teaching in K-12 schools and cultural programs throughout the state.

Historical District Budget for Launching New International Schools

Since about 2010, the district has allocated specific district funds to support the district's goal of expanding International Schools in three regions (Northwest, Southeast, and Southwest). New International Schools usually received \$15,000 for an initial pre-planning year, then about \$100,000 - \$130,000 for the Planning Year, which could be split over two years.

District Budget for launching new International Schools	Pre-Planning Year	Planning Year	Total	School(s)
2010-2011	\$ 15,000.00		\$ 15,000.00	Ingraham
2010-2011	\$ 15,000.00		\$ 15,000.00	McDonald
2011-2012		\$ 30,000.00	\$ 30,000.00	Ingraham
2011-2012		\$ 100,000.00	\$ 100,000.00	McDonald
2012-2013	\$ 15,000.00		\$ 15,000.00	Dearborn Park
2012-2013	\$ 15,000.00		\$ 15,000.00	Mercer
2012-2013		\$ 70,000.00	\$ 70,000.00	Ingraham
2013-2014		\$ 100,000.00	\$ 100,000.00	Dearborn Park
2013-2014		\$ 130,000.00	\$ 130,000.00	Mercer
2014-2015	\$ 15,000.00		\$ 15,000.00	Sanislo*
2015-2016	\$ -	\$ -	\$ -	
2016-2017	\$ -	\$ -	\$ -	
2017-2018 budget	\$ -	\$ -	\$ -	
TOTAL 2010-2018			\$ 505,000.00	

*Note: Sanislo was selected as the second elementary Intl School in SW in winter 2014/5, but by June 2015 it was determined that Sanislo was no longer feeding into Denny Intl MS, so Enrollment Planning & Services did not agree to let it continue its pre-planning year.

Appendix B: Excellence for All Presentation (2012)

Excerpts from a presentation to district leadership by Karen Kodama, International Education Administrator, in 2012.



International Education Seattle Public Schools



Overview

- Components of International Education
- Cost of International Schools
- Current and Needed Resource Allocations
- Leadership and Administrative Costs
- Benefits of International Education
- Data from schools
- Neighborhood vs. Option
- Key Considerations
- Questions/Answers



Costs

- \$15,000 per school for pre-planning and engagement
 - Community engagement
 - School visits
 - Collaboration with existing International Schools
 - Initial planning for program development/launch
 - Creation of staff expectations to ensure commitment to International Education
 - Recruitment and open hiring of needed staff regardless of phase
 - Professional development



Costs

- \$100,000 - \$130,000 (depending on school size) for Start-Up/Planning Year
 - Create a multi-year professional development plan
 - Plan and create curricular units that infuse global perspective and/or target language
 - Plan for and develop a comprehensive assessment plan/system in multiple subjects and languages
 - Purchase/create materials and curriculum for global perspective, target languages, and an international climate
 - Purchase of leveled classroom and library books in the target languages
 - Continued collaboration with other IS schools and within a school team

Costs

- \$30,000 per year for two years for sustainability
 - Implementation for curriculum/materials for the next year as cohorts rise
 - Student assessments in target languages
 - Continued PD and thematic planning for global perspective
 - Funds to serve increased enrollment
- \$30,000 for one year for each current IS that did not receive implementation funds previously
 - Student assessments
 - Curriculum and materials
 - Leveled classroom and library books in target languages

Approved School Funding Allocations

	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016
McDonald	\$15,000	\$100,000	\$0	\$0	\$0	\$0
	Pre-Planning	Planning	Opening	Sustainability		
Ingraham High School	\$15,000	\$30,000	\$70,000	\$0	\$0	\$0
	Pre-Planning	Planning	Planning	Opening	Sustainability	
Grand Total	\$30,000	\$130,000	\$70,000	\$0	\$0	\$0



Needed Resource Allocations

	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018
Two Elementary Schools, WS and SE	\$30,000	\$200,000	\$60,000	\$60,000		
	Pre-Planning	Planning	Opening	Sustainability		
Mercer Middle School	\$15,000	\$130,000	\$30,000	\$30,000		
	Pre-Planning	Planning	Opening	Sustainability		
Franklin High School			\$15,000	\$130,000	\$30,000	\$30,000
			Pre-Planning	Planning	Opening	Sustainability
Ingraham High School		\$30,000				
		Opening				
Existing School Sustainability costs:		\$240,000				
		8 existing schools \$30,000 x 8 one time cost				
School Sub-total	\$45,000	\$600,000	\$105,000	\$220,000	\$30,000	\$30,000
Leadership and Admin		\$250,112	\$250,112	\$250,112	\$250,112	\$250,112
		IE Administrator PD Support	IE Administrator PD Support	IE Administrator PD Support	IE Administrator PD Support	IE Administrator PD Support
Grand Total	\$45,000	\$850,112	\$355,112	\$470,112	\$280,112	\$280,112

Annual Leadership and Administration Costs

- **International Education Administrator: \$131,000**
 - salary + benefits
 - Funded for 2012/13
- **Consulting Teacher: \$94,112**
 - salary/benefits+ stipend
 - \$86,000-\$88,000 + \$6112 = \$92,112-\$94,112
 - varies based on level
- **Teacher Leader extra time: \$25,000**
 - for meetings, planning and PD for 12 teachers

Total Annual Cost: \$250,112



Appendix C: Memo Requesting Funding 2018

The memo below was presented to district leadership in spring 2018, outlining funding requests for sustaining the current International Schools and Dual Language Immersion programs.

May 1, 2018

To: Michael Tolley, Assoc. Supt. for Teaching and Learning
Kyle Kinoshita, Chief of Curriculum, Assessment, and Instruction

From: Michele Anciaux Aoki, Ph.D., International Education Administrator
maaoki@seattleschools.org

RE: Intl Ed 4K Budget 2018-2019 for NEW SE and NW DLI HS Pathways and Implementation of Intl/DLI Program Review recommendations

The International Education Administrator has been tasked by the School Board to develop **new Dual Language Immersion High School Pathways in the NW and SE regions** for school year 2019-2020. This is the first time the district has ever undertaken developing a school to school pathway for a specific program (Dual Language Immersion) without also designating the pathway school as “International.” The work of planning and preparing for the new DLI pathways would be carried out most effectively by the International Schools Leadership Team, which includes teacher leaders who have successfully implemented DLI high school pathways at Chief Sealth International High School and also taught at Ingraham International High School.

We also need to address the recommendations from the International Schools/Dual Language Immersion Review in 2017 and Intl/DLI Task Force Recommendations from 2016 and 2018 by ensuring that our DLI programs are being implemented with fidelity and meeting our language proficiency targets, as demonstrated through STAMP testing at critical benchmarks.

Summary of Budget Requests for 2018-2019:

Fund	CC	CC_Desc	Org	Purpose	
1000	4K001311L0	4K-Intl Prof Dev	4K	Fund ISLT Leads partial FTE	131,439.00
1000	4K001311L0	4K-Intl Prof Dev	4K	Fund ISLT stipends & extra hours	25,000.00
1000	4K001211L0	L&T - International	4K	STAMP Testing for DLI	18,500.00
TOTAL:					174,939.00

The International Schools Leadership Team (ISLT) was established in 2014 as a team of teacher leaders from each of the International Schools and representing all of the DLI program programs and languages. The five ISLT Leads each receive partial FTE (four receive .2 FTE and one receives .4 FTE) to devote time to support internationalizing their school and supporting all of the International Schools and Dual Language Immersion programs across the district. Additional members receive a yearly stipend of \$3500 to \$5000 (depending on funding available) and the remaining ISLT members receive extra hours for attending ISLT planning meetings and carrying out projects and professional development. The ISLT was fully funded in 2016-2017. In 2017-2018, nothing was budgeted for the ISLT.

International Ed Budget (4K)	Total	Staff Exp: 1.0 FTE International Education Administrator	Non-Staff Exp: (Teacher Time)	Non-Staff Exp: (Other Exp)	ISLT Staff: 1.2 FTE, 5 partial FTE teacher leaders in schools	ISLT stipends, extra hours, PD & Conferences
2017-2018 (as of 8/20/2017)	\$ 164,613.00	\$ 145,030.00	\$ 12,597.00	\$ 6,986.00		
2016-2017	\$ 316,319.55	\$ 132,706.00	\$ 19,361.00	\$ 7,813.55	\$131,439.00	\$ 25,000.00

Funding Request: Please restore 2016-2017 funding level for the ISLT in 2018-2019 for approximately **\$131,439** for the partial FTE positions and **\$25,000** for stipends, extra hours, and some conference attendance.

Language Proficiency Assessments at key benchmarks have been an essential part of the accountability of the Dual Language Immersion Programs for more than 10 years. They will be vital in the coming two years as the district prepares to launch two new DLI pathway high schools. Although the common assessment used in Seattle, the Standards-based Measurement of Proficiency (STAMP), is cost-effective (\$14.90/student for testing Reading, Writing, Speaking, and Listening), the total number of students grows each year as programs expand into upper grades. Due to lack of funding, we were not able to test at the critical benchmark grades in fall 2017.

Funding Request: Please fund **\$15,000** for registrations for STAMP tests for the fall 2018 Progress Reports in 3rd, 4th, 5th, and 6th grades, and systems accountability for the Spanish, Japanese, and Mandarin programs and **\$3500** for testing 8th grade DLI students for Competency-Based World Language Credits in spring 2019.

Excerpt from the Intl/DLI Program Review 2017 (page 23)

What resources and supports do teachers need to integrate these principles in their schools?

Teachers named three key mechanisms of support for cultural and global competence integration. First, teachers said that the **International Schools Leadership Team (ISLT)** is a key enabler of successful implementation of cultural and global competence in their schools. Schools with members on the ISLT were actively providing professional development for school staff, hosting events and coordinating school-wide thematic units. All schools are invited to send a representative to the ISLT, but, given school-specific staffing challenges, occasionally a school is not able to provide one. One ISLT member described how she supports the implementation of cultural and global competence in teachers' practice.

We basically go into classrooms in the beginning of the year and say, 'Not only how can we support you, but what are the units of study you are going to be studying this year?' And we put a globalized perspective on that unit. – ISLT teacher