

The Bridge Program

Delaware's Advanced Language Pathway for Post-AP Language Study

Delaware's Bridge Program offers an advanced language pathway for high school students who have scored at least a 4 in the AP language and culture (or literature) exam. Students have the opportunity to complete one to three Bridge courses while in high school earning both high school and university credit. A student who completes three Bridge courses will graduate from high school with nine upper division college credits that count towards a major or minor in the language of study. The Delaware World Language Expansion Initiative facilitates infrastructure and provides ongoing funding for this critical continuation of Delaware's ambitious Dual Language Immersion (DLI) Program.

Since 2011, Delaware's K-12 DLI Program includes two languages: Chinese and Spanish, in 41 schools reaching more than 5,000 students. DLI students aim to take the AP Language and Culture exam at the end of 9th grade; the Bridge Program is designed to 'bridge' the gap between completion of the exam and the start of higher education. It ensures uninterrupted language education and promotes an articulated vision for K-16 language study, establishing a clear K-16 pathway as well as a career pathway in two languages. Delaware's Bridge Program's inaugural year will be 2021, with the University of Delaware is delivering 4 courses (2 in Spanish and 2 in Chinese).

The Bridge Program is a unique partnership between the University of Delaware and school districts with DLI programs. Each Bridge course is developed by a statewide team of university and high school instructors and delivered during a full academic year by high school teachers who meet UD's eligibility standards. Through challenging and sophisticated approaches to language learning, Bridge courses will focus on developing critical thinking skills and advancing students' language proficiency towards state grade level targets. The courses will further the state goal of graduating students from high school with language proficiency levels more typical of students completing a language major in college.

The Bridge Program meets the need for a secondary pathway for DLI students, but its impact goes beyond this. Enrollment in Bridge courses is open to any student who scores a 4 or higher in the requisite AP Language and Culture (or Literature) exam, thus broadening its reach to heritage speakers and other students who pass the exam at any point prior to their final year of high school. The Bridge Program promotes equity and access to bilingual and bicultural citizenship in Delaware by offering rigorous, upper division university language and culture courses to any qualified student in designated high schools as determined by each district.

Delaware's Bridge Program is administered by the University of Delaware's Department of Languages, Literatures and Cultures: www.dllc.udel.edu.

Delaware Bridge Program Fidelity Assurances Grades 10-12

Fidelity Assurances for state programming serve to clearly define the core expectations of the program. Delaware's high schools participating in the Bridge Program must adhere to the following assurances to receive financial support and be recognized for UD credit.

ASSURANCES	EVIDENCE SOURCE
1. Instructor qualifications	
<p><u>University Supervisor:</u></p> <ul style="list-style-type: none"> UD supervisor will commit to 10 hours of Bridge Program supervision (.5 credit hour) per class. Note: Mileage reimbursement will be offered to all UD supervisors Each participating university will hire according to the standards at their institution for teaching a 300-level course <p><u>High school faculty:</u></p> <ul style="list-style-type: none"> Before date of hire, submit proof of OPI or Language proficiency test of Advanced-Mid or higher (highly recommended to have current test score within the past 3 years) K-12 Licensure and Certification in World Language 	<ul style="list-style-type: none"> High school faculty provides evidence of the OPI score showing Advanced-Mid or higher prior to date of hire High school teacher has obtained: <ul style="list-style-type: none"> - K-12 Licensure - Certification in World Language
2. Target Language use for instruction	
<ul style="list-style-type: none"> Instruction and communication in the classroom is conducted 100% of the time in the Target Language When appropriate, communication outside of the classroom and outside of instructional setting is maintained in the Target Language 	<ul style="list-style-type: none"> Classroom observation of students and teacher in the Target Language, conducted by University supervisor Evidence of 80% of students meeting Delaware's Student Proficiency Targets
3. Target Language use by students	
<ul style="list-style-type: none"> There are clear, enforced, and reinforced expectations that students communicate in the Target Language in the classroom 100% of the time 	<ul style="list-style-type: none"> Classroom observations of students and teacher in the Target Language conducted by the University Supervisor Evidence of 80% of students meeting Delaware's Student Proficiency Targets Evidence of motivational behavior plan that encourages accountability and reinforces target language use expectations
4. Required courses	
<ul style="list-style-type: none"> Institutions offer courses developed by the statewide course development team for each language (SPAN300, 305 & 325 or 326 in Spanish; CHIN350, 355 & 452 in Chinese) Each course adheres to the following common framework: Common course title, number, course description and Learning Outcomes, and major assessments 	<ul style="list-style-type: none"> High school master schedule provides evidence of required course Course syllabus provides evidence of Bridge Program's pedagogical framework and assessment practices

5. Professional Coordination	
<ul style="list-style-type: none"> • University and high school faculty participate in summer planning meeting. • University and high school instructor jointly develop a year-long check-in schedule (Note: There must be at least one 30-minute phone check-in per marking period) • High school teachers are encouraged to observe corresponding UD classes (substitutes may be covered by DOE) 	<ul style="list-style-type: none"> • Documented attendance from summer planning meeting • Calendar of check-in dates
6. Instruction & Feedback (Program Assessment)	
<ul style="list-style-type: none"> • Instructors conduct frequent (e.g. weekly) formative assessment linked to clear learning goals; instructors submit weekly grades into high school grading system • University Supervisor conducts one classroom observation per year 	<ul style="list-style-type: none"> • Grades posted weekly in high school grading system • All progress grades and final grades submitted according to high school deadlines • Final grades are submitted to University Supervisor who will be the “Instructor of Record” at UD. • Same final letter grade will appear on both university and high school transcripts
7. Principal(s), counselor(s), and district administrators	
<ul style="list-style-type: none"> • District submits high school location(s) and projected enrollment numbers to DOE and to UD. • All parties meet at UD during the spring before the start of the program to review Program Assurances • All parties meet at least once a year for “State Bridge Project Advisory Meeting” • Parties provide evidence of adherence to Bridge Program Fidelity Assurances 	<ul style="list-style-type: none"> • Attendance at State meetings • Statistical summaries and projections