

World Language Magnet Cluster Program	
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This application is available ONLY to schools that do not offer any World Language programming.

Mission of the Program/Focus

The focus of a World Language Magnet Cluster Program is to expose students to the study of a new language and the culture/s associated with the places and the people where the language is spoken, as key contributors to student success in life, career and global community.

Key Components

The Magnet and Magnet Cluster Program model is structured to provide rigorous, enriched, and differentiated instruction to students.

High quality magnet and magnet cluster programs offer:

- Choice options for students with varying aptitudes, interests, and talents
- Diversity within schools (includes racial, economic, special needs, etc.)
- Rigorous academic standards in a learning environment that engages students
- Innovative instructional practices and promote systemic reform

We develop common practices across programs which include:

- Implementation of Professional Learning Communities
- Development of theme-based curriculum integrated units
- Use of cooperative learning and brain-friendly teaching strategies
- Developing strategies for marketing the school (as needed)

The benefits of world language studies in a Magnet Cluster Program include the following:

- It allows students to develop a better understanding and appreciation of other cultures.
- It helps improve critical thinking through problem solving, conceptualizing, and reasoning.
- It connects to other disciplines and to the real world by incorporating the arts, literacy, mathematics, science, social science, and everyday life into the language classroom.
- It provides language enrichment opportunities for students whose heritage language is not English.
- It helps students develop respect and open-mindedness towards people whose culture, religion, and views of the world may be different.
- It makes students who develop fluency and cultural proficiency in other languages highly employable for American and international businesses in the state of Illinois and around the world.

Entry Criteria

To apply for this program through the Program Focus RFP, a school must currently not offer any World Language programming.

There are no academic prerequisite criteria for entry into magnet cluster schools. Magnet cluster schools have established attendance boundaries. Students living within the established boundaries are automatically accepted into the magnet program without the submission of a standard application.

If space is available, magnet cluster schools can accept students outside their attendance boundary. Students living outside the established attendance boundaries must submit an application for entry to the program. The Selection and Placement process is managed by the Office of Access and Enrollment. The application period usually occurs October 1st through mid-December each year for enrollment the following school year.

Course Overview and Scheduling

- **What are key courses students must take?** Students in a World Language Magnet Cluster Program may receive language instruction up to 120 minutes per week (if in a FLEX Program) or more than 120 minutes per week (if in a FLES Program), in accordance with the American Council on the Teaching of Foreign Languages' guidelines. Courses are arranged sequentially to allow students to grow in their linguistic abilities gradually and consistently (i.e. French 1, French 2, etc.). Language learners begin at the Novice level and move along different stages of language proficiency through the Intermediate level. The ACTFL Can-Do Benchmarks describe in detail what a learner is able to do at each of the levels for each mode of communication:
<https://www.actfl.org/sites/default/files/pdfs/ACTFLPerformance-Descriptors.pdf>

What's the sequence? How will scheduling be different?

- Scheduling will vary depending on the type of program the school is offering (FLEX or FLES), the size of the school and the number of grades receiving language instruction.

Personnel Requirements

Position Needed	Description	Funding Source
One FTE- World Language Teacher to provide students with instruction and to serve as the World Language Magnet Coordinator	In addition to providing language instruction, this designee will serve on the Instructional Leadership and CIWP Teams to integrate the magnet theme throughout the school and core curriculum. These tasks include collaborating with the school's magnet committee to ensure the development of strong curriculum integrated units, complete the annual Request for Proposal (RFP), monitor student success, attend magnet PDs, and transfer PD information back to the teachers in the magnet program.	Department of MGIB

Funding Requirements

Item	Cost	Funding Source
Supplies	Variable	School

Professional Development

Type of PD Needed	For Whom	Funding Source
World Language Program Specific Training	World Language Teachers and Administrators	Office of Language and Cultural Education
Magnet Lead Teachers will participate in various professional development sessions to strengthen their school-wide implementation of program specific Standards and Practices that align	Magnet Coordinator/Magnet Cluster Lead Teacher	MGIB provides the PD, schools provide sub coverage for their Magnet/Cluster Lead to attend PDs

to Curriculum, Instruction, and Assessment.

Impact & Implementation

If implemented with fidelity, here are the impacts on teaching and learning:

Category	Impact
Instruction	Teachers must incorporate the World Readiness Standards in their instructional design (i.e., Communication, Cultures, Connections, Comparisons, Communities) which must also be aligned to the CCSS (in the Communication Standard)
Curriculum	Instruction is thematically organized. It is recommended that teachers utilize UBD Units and Lesson Plans. See link for model templates: https://sites.google.com/a/cps.edu/kc/english-language-learners/world-language Skyline Digital Curriculum for French and Spanish: https://sites.google.com/a/cps.edu/kc/skyline/digital-curricular-resources/content-area#spanish
Assessment	Teachers must utilize a variety of ways of assessing students' language proficiency skills (i.e., Formative, Summative, Performance-based)

Other Central Office Supports or Involvement

- The World Language director and specialists are available to provide guidance and coaching throughout the transition process and the implementation process.
- World Language teachers will have access to a minimum of 6 professional development sessions on research-based teaching practices throughout the school year by the Office of Language and Culture (OLCE) and 2 to 3 additional professional development sessions offered by the Magnet Cluster Office.

Sustainability

In order to sustain a Magnet Cluster program, schools must complete an annual Request for Proposal three-step process. This process includes reflection, action planning, and the submission of a commitment form.

School visits will be conducted to look for various aspects of the program model's Standards and Practices: a) high levels of transference of practices shared in the magnet and cluster PD series, b) evidence of curriculum integrated units, c) content and theme connections, and d) evidence of authentic student work.

Schools need to allocate funds for materials and additional professional development and extended learning opportunities. World Language teachers need to implement the program with complete fidelity to the standards and practices of the programs. Administrative teams must support the program and be the instructional guides to give the program support and guidance, provide collaborative opportunities for staff, and develop student academic support structures that are incorporated into the bell schedule.