

Coppell Education Development Corporation
Grant Application

Project Title:	Coppell ISD Language Lab Updates
Principal Applicant	Mrs. Michelle King
Title of Principal Applicant	Director of Mathematics/ Languages Other than English
ISD Representative in Application	Coppell
Project Period (Start & Finish of Entire Project)	August 2006 – May 2007
Total Amount Requested	\$200,500

Printed Names & Title of Grant Approvers; Signatures; & Dates:

Michelle King
 Director of Mathematics
 Languages Other than English

Principal Applicant
Title
(Required)

Signature

Date

Holly Whiting
 CHS - LOTE Department Chair

Team Member
Title
(Optional)

Signature

Date

Shalone Willms
 CHS Technology Integration Specialist

Team Member
Title
(Optional)

Signature

Date

Jimmy Spann
 Principal, Coppell High School

Principal of School Involved
Title
(Optional)

Signature

Date

Shannon Buerk
 Assistant Superintendent for Curriculum and
 Instruction

District Superintendent
Title
(Required)

Signature

Date

Kathie Gaultille
 President, Board of Trustees

*** School Board President*
President
(Required)

Signature

Date

****Signifies approval by the School Board of Trustees**

Section I: Abstract of Project/Activity

The Coppell Independent School District is applying for \$ 200,500 under the foreign language provision of the Coppell Education Development Corporation to update the language labs at Coppell High School, Coppell Middle Schools East, North, and West for the 2006-2007 academic year. The funds will be used to change the outdated analog labs to fully-functional digital labs. The language labs serve students in grades eight to twelve who have elected to study the French, German, Latin, or Spanish languages and culture in order to satisfy a state graduation requirement, and ESL students. The use of the labs allows students to be immersed in activities, gives them a sense of the whole of the language and helps them develop fluency. The varied practice format gives learners a sense of the particulars of the language and helps them develop accuracy. Students enrolled in languages other than English (LOTE) classes are realizing the strategic mission of the district to become a global leader in educational excellence (see Appendix A) as well as fulfilling an indicator of the Portrait of the Coppell ISD Graduate (see Appendix B). In addition, students desiring to graduate under the Distinguished Achievement Program (DAP) must complete a sequence of three years of the same language.

Section II: Description of Proposal & Nature of Request

Language proficiency is required for success in life. Students seeking proficiency in a language other than English are taking on the challenge posed by the evolving world economy. As today's learners prepare for the future, the ability to communicate with persons from other cultures becomes a necessity (Byrnes, et al). In as much as American business leaders rally to support more rigorous training in math, science and technology, demands are increasing for foreign language capability. The need for such competence, both in our current economy and in the one in which today's students will live and work,

has been well documented. Research shows that multilingual societies have a competitive advantage over monolingual societies in international trade (Halliwell, 1999).

The state of Texas requires that students complete two years of the same foreign language in order to receive a diploma under the Recommended Plan. In addition, students desiring to graduate under the Distinguished Achievement Program (DAP) must complete a sequence of three years of the same language (see Appendix C). Objective three of the Coppell ISD Strategic Plan states that “No fewer than 55% of our students will achieve distinguished academic status upon graduation.”

The National Standards for Foreign Language Learning suggest the types of curricular experiences needed to enable students to achieve the standards through high school and beyond. It is with this philosophy in mind that the standards task force identified five goal areas that encompass all of these reasons: *Communication, Cultures, Connections, Comparisons, and Communities—the five C’s of foreign language education*. The National Standards are to be used in conjunction with state and local standards and curriculum frameworks to determine the best approaches and reasonable expectations for the students in individual districts and schools. A *Texas Framework for Languages Other Than English* is tied to the Texas state student content and performance standards, the Texas Essential Knowledge and Skills for Languages Other Than English.

National Standard: Communicate in Languages Other than English

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
- Standard 1.2 Students understand and interpret written and spoken language on a variety of topics
- Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics

In order to provide pedagogically sound activities based on the communication standard that are motivating and challenging in all levels of instruction (beginning to advanced), the use of a language lab is a necessary part of the organization of the foreign language course. The use of authentic versions of communicative activities provides learners with opportunities to practice conventions that are essential to their successful development of communicative competence in the language (Phillips, et al). “If our aim is to develop well-rounded language learners and users, then we need a wide variety of activities from all the basic institutions that encompass social life as lived by the myriad of target-language-speaking communities. At the same time we need interpersonal, interpretive, and presentational activities that are created by teachers and students in the establishment of their classroom-based communities of foreign language learners.” (Phillips, et al, 43).

In order to improve student proficiency, the learners need regular access to and use of a fully functional language lab. The current labs at CHS contain discontinued versions of hardware-based analog systems. Replacement parts are no longer available. Additionally the use of analog recordings for the listening and speaking portions of the Advanced Placement (AP) World Language Exams (Appendix D) is being phased out by the College Board. Furthermore, one of the existing CHS language labs does not allow for privacy required for testing. In order to provide the required testing environment for the AP exams, the labs must allow for private digital listening and recording.

The middle school campuses house a different hardware-based system with minimal needs. The necessary upgrades include replacement headsets and teacher training on the use of the language lab systems.

Other reasons that affect all campuses include the new curriculum materials in all foreign language courses. As a part of the recent foreign language textbook adoption, all speaking and listening resources are in digital format – audio CDs and DVDs. The language lab provides a valuable opportunity to simultaneously individualize and differentiate instruction for a large number of students. The means for private and individualized attention in a room of 30 students is possible in a fully functional language lab. The teachers' comments:

...the lab is a tremendous tool, and it allows students to have some individual practice and get feedback. I know that it helps their audio skills as well by having a headset...

The students need to be listening and speaking and utilizing the capability of one-on-one conversation where the teacher can listen to the students' conversation.

I used it to introduce the beginning section using the TV for the videohistoria and then the CD's for the listening activities...At the end of the [unit] we used it to show the Eres tu, Maria video. I know that using the boom box seems just as efficient but the kids here really like going to the lab and the point is also to be able to hear themselves speak (to correct their pronunciation), hear the speakers more clearly, and use the pairing capability to work together in oral activities.

Without these funds CISD would be unable to fund other programs that contribute towards student success. In order to best serve our student population we respectfully apply for this grant.

Section III: Budget

CEDC Grant – Coppell ISD Language Labs Updates

Item Description:	# Items C114	# Items D215	Cost per Item	Ext. Cost
Coppell High School:				
Soloist - Digital PC Comparative Recorder and Media Player	32	32	\$ 425	\$ 27,200
Virtuoso Minor - Instructional Control Software	32	32	\$ 910	\$ 58,240
Less Educational Grant from Teaching Systems	1	1	\$ (4,260)	\$ (8,520)
Headsets w/ mics	35	35	\$ 120	\$ 8,400
Virtuoso P3 Video Multi-casting Plug-in	1	1	\$ 5,000	\$ 10,000
Plus Deck2 - Audio tape digitizer	1	1	\$ 200	\$ 400
Shipping	1	1	\$ 250	\$ 500
Installation	1	1	\$ 3,900	\$ 7,800
Training			incl.	--
Dedicated on-site server - Data, audio, and video file storage for both labs	1		\$ 3,000	\$ 3,000
Gigabit Switch & Patch Panel	1		\$ 5,000	\$ 5,000
Teacher workstation	1	1	\$ 1,100	\$ 2,200
Student workstations	32	32	\$ 950	\$ 60,800
Network laser printer	1	1	\$ 1,200	\$ 2,400
Network drops (1 per student station / 1 - printer)	33	33	\$ 150	\$ 9,900
Lab Furniture - R2 46 X 30 Starter		6	\$ 295	\$ 1,770
Lab Furniture - R2 46 X 30 Adders		25	\$ 250	\$ 6,250
Lab Furniture - R2 46 X 30 handicap station		1	\$ 250	\$ 250
Lab Furniture - Installation		1	\$ 1,200	\$ 1,200
Lab Furniture Est. shipping & handling		1	\$ 700	\$ 700
CMS East, North, & West:				
Replacement headsets w/ microphones	10		\$ 120	\$ 1,200
Training	1		\$ 1,810	\$ 1,810
Total Amount Requested:				\$ 200,500

Section IV: Project Measurements and Evaluation:

The effectiveness of this project can be qualitatively measured by language lab usage, student work samples and projects, including but not limited to AP World Language Exam scores, and anecdotal records from students, teachers and parents.

Project Statistics

Number of students served by this project: **2378** (see detail in Appendix E)

Dollars per student proposed: **\$83.62**

Evaluation of Project's Success:

Percent of all students enrolled in foreign language study students

Program Goal	Standard	2005-06	2006-07	Evaluation Instrument
Increase the percent enrolled in PreAP/AP Language Courses	60%	32%	48%	Pentamation Report

Appendix A

Mission Statement

The mission of the Coppell Independent School District, as a global leader in educational excellence, is to ensure our students achieve personal success, develop dynamic citizens through a customized, innovative learning experience led by a visionary staff and community.

Appendix B

Who is the Coppel ISD Graduate?

A scholar of high reputation...

- ...prioritizes to achieve personal academic goals.
- ...transfers and applies knowledge and skills in meaningful ways that lead to further learning opportunities.
- ...understands and appreciates the arts and their impact on the other disciplines and life.
- ...discriminates in the use of consumer information.
- ...utilizes critical reading and thinking skills.
- ...practices non-traditional and original problem-solving skills.
- ...seeks knowledge independently, responsibly, and purposefully.
- ...practices self-advocacy and self-determination.

An articulate communicator...

- ...possesses multilingual skills.
- ...effectively conveys information in written, oral and visual forms.
- ...learns through listening.
- ...improves through self-reflection.
- ...expresses ideas in ways that inspire progress toward the shared resolution of a problem.

A person of strong, moral character...

- ...values humanity, oneself, and one's environment.
- ...models healthy life choices.
- ...abstains from inappropriate social behavior.
- ...balances personal and professional pursuits.

A dynamic citizen...

- ...practices informed patriotism.
- ...participates and contributes actively in the local and global community.
- ...possesses an understanding of international relations and the impact of global dynamics.
- ...collaborates proficiently.
- ...contributes to a sense of unity within a community.
- ...strives toward specific goals that lead to personal success.

A flexible, resilient pacesetter...

- ...maximizes rapidly-changing technologies.
- ...adapts to shifting paradigms.
- ...leads in a bold and daring manner.
- ...shows courage while using good judgment in decision-making.

The Coppel ISD Graduate is marketable to global interests.

Texas State Graduation Requirements
(For students entering grade 9 in the 2001-02 school year and thereafter)

Discipline	Minimum Graduation Plan (22 credits)	Recommended High School Program (24 credits)	Distinguished Achievement Program (24 credits plus advanced measures)
Social Studies*	Two and one-half credits: <ul style="list-style-type: none"> World History Studies (one credit) or World Geography Studies (one credit), U.S. History Studies Since Reconstruction (one credit), and U.S. Government (one-half credit). 	Three and one-half credits: <ul style="list-style-type: none"> World History Studies (one credit), World Geography Studies (one credit), U.S. History Studies Since Reconstruction (one credit), and U.S. Government (one-half credit). 	Three and one-half credits: <ul style="list-style-type: none"> World History Studies (one credit), World Geography Studies (one credit), U.S. History Studies Since Reconstruction (one credit), and U.S. Government (one-half credit).
Economics , with emphasis on the free enterprise system and its benefits*	One-half credit	One-half credit	One-half credit
Academic Elective	One credit selected from: <ul style="list-style-type: none"> World History Studies, World Geography Studies, or any science course approved by SBOE. (If substituting Chemistry or Physics for IPC, must use one of these as the academic elective credit.)	See Elective Courses.	See Elective Courses.
Physical Education	One and one-half credits to include Foundations of Personal Fitness (one-half credit). (Limit two credits.) Can substitute: <ul style="list-style-type: none"> drill team, marching band, cheerleading, Junior Reserve Officer Training Corps (JROTC), athletics, Dance I-IV, approved private programs, or certain career and technology education courses. 	One and one-half credits to include Foundations of Personal Fitness (one-half credit). (Limit two credits.) Can substitute: <ul style="list-style-type: none"> drill team, marching band, cheerleading, JROTC, athletics, Dance I-IV, approved private programs, or certain career and technology education courses. 	One and one-half credits to include Foundations of Personal Fitness (one-half credit). (Limit two credits.) Can substitute: <ul style="list-style-type: none"> drill team, marching band, cheerleading, JROTC, athletics, Dance I-IV, approved private programs, or certain career and technology education courses.
Languages Other Than English*	None	Two credits: Level I and Level II in the same language.	Three credits: Level I, Level II, and Level III in the same language.
Health Education	One-half credit or Health Science Technology (one credit).	One-half credit or Health Science Technology (one credit).	One-half credit or Health Science Technology (one credit).

*College Board Advanced Placement and International Baccalaureate courses may be substituted for requirements in appropriate areas.

Appendix D

Advanced Placement World Language Exams

French—Language, Literature: The AP French Language Exam is approximately 2 hours and 45 minutes in length and covers a third-year French Composition or Conversation college course. The exam contains 85 minutes of multiple-choice questions and 75 minutes of free-response writing and speaking. It evaluates students' ability to understand written and spoken French and to respond in correct and idiomatic French. The AP French Literature Exam is three hours in length and covers a third-year Introduction to French Literature college course. The exam contains 80 minutes of multiple-choice questions and 100 minutes of free-response questions, and measures students' ability to understand, analyze, and interpret literary texts, and to write competent critical essays in French.

German Language: The exam is approximately 2 hours and 30 minutes in length and covers material roughly equivalent both in content and in difficulty to a third-year college German language course. The exam contains approximately 80 minutes of multiple-choice questions and a suggested 70 minutes of free-response writing and speaking, and evaluates students' ability to understand written and spoken German and to respond in correct and idiomatic German.

Latin—Literature, Vergil: Two three-hour exams covering intermediate (fourth-to-sixth-semester) college work on either the works of Catullus and a choice of Cicero, Horace, or Ovid (Literature), or the Aeneid (Vergil). Colleges may cover the material required by the AP course in either one or two semesters. Both exams contain 60 minutes of multiple-choice questions on reading Latin poetry and prose (three of the four passages

are the same), but have different two-hour sections of translations and essays on required reading.

Spanish—Language, Literature: The Spanish Language exam is approximately 2 hours and 50 minutes in length and covers a third-year college course in advanced Spanish. The exam contains roughly 90 minutes of multiple-choice questions and 80 minutes of free-response writing and speaking. Spanish Literature is a 3-hour-and-10-minute exam covering a third-year college introduction to literature written in Spanish. The exam contains 80 minutes of multiple-choice questions and 110 minutes of free-response questions on required works and poetry analysis.

Other information:

- The AP world languages exams require recording equipment.
- AP world language exam recordings – original sources are digital
- AP is phasing out analog audio (master recording phased out then student response recording on cassette) – no timeline given – anticipate 3 years
- The AP Music Theory exams require recording equipment.

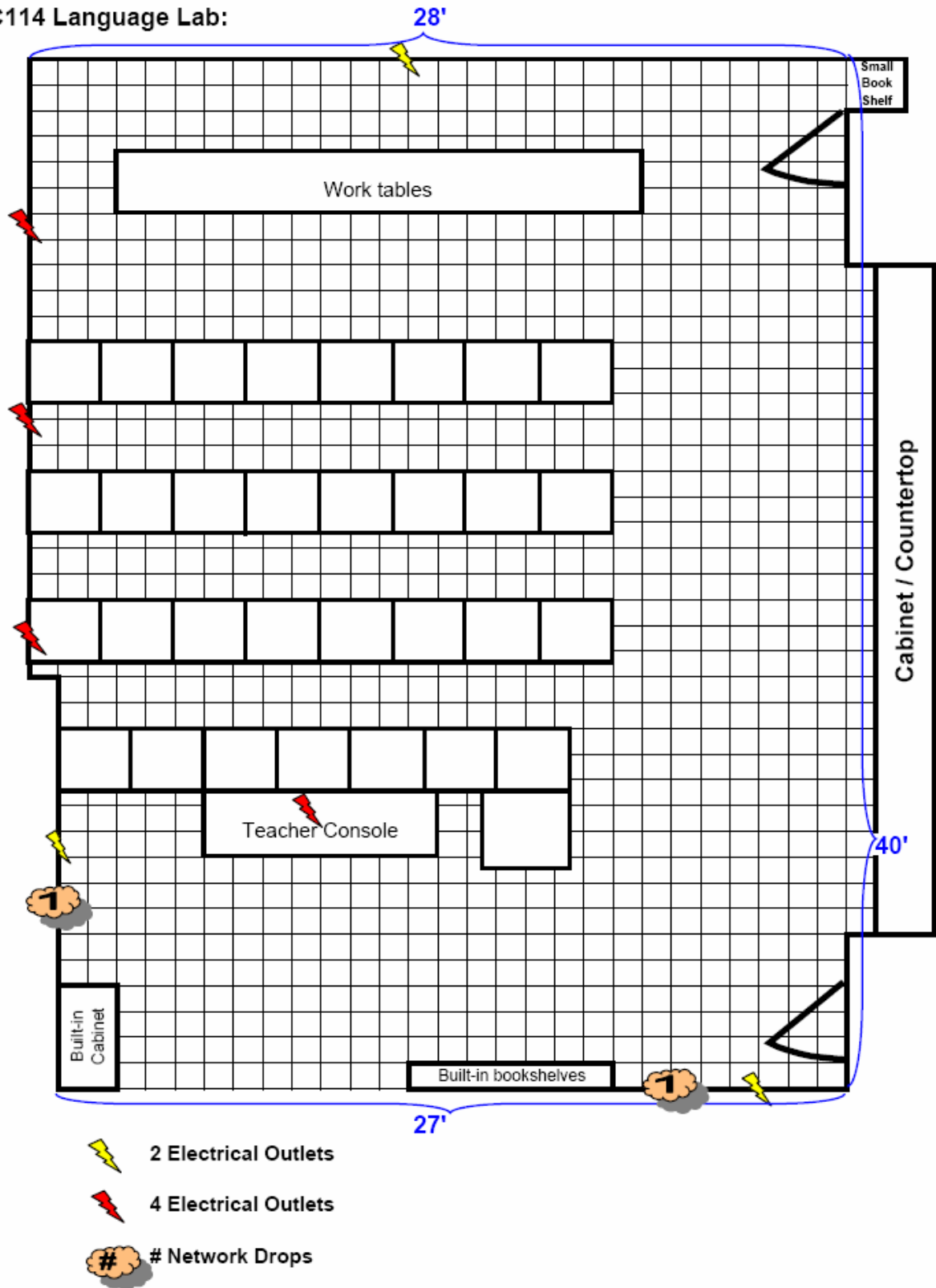
Appendix E

**Coppell Independent School District
2006 – 2007 Foreign Language Enrollment**

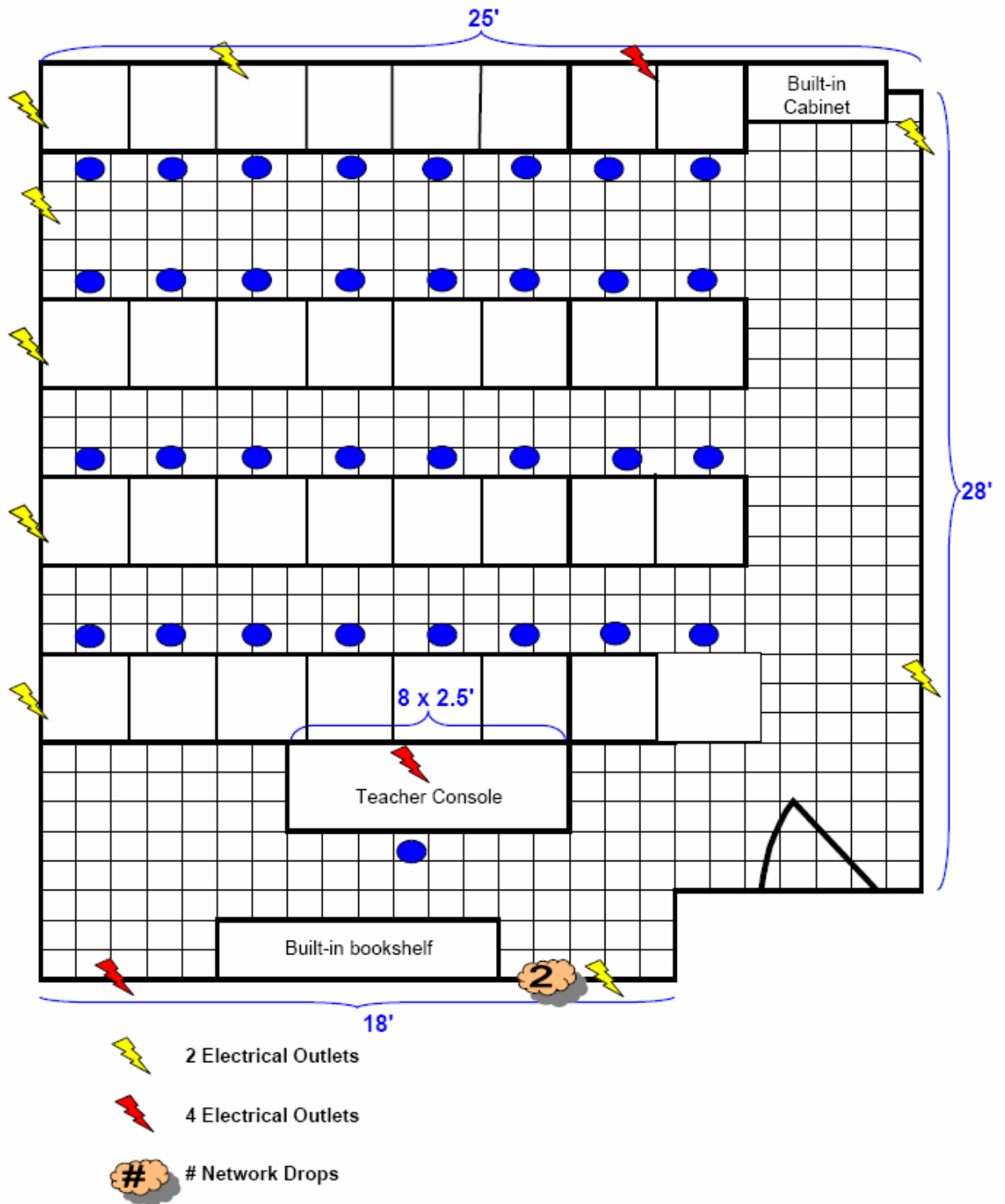
Course Name	Count
SPANISH I	264
SPANISH I PRE-AP	49
SPANISH II	313
SPANISH II PRE-AP	286
SPANISH III	237
SPANISH III PRE-AP	230
SPANISH IV PRE-AP	29
SPANISH LANGUAGE AP	109
SPANISH LITERATURE AP	17
FRENCH I	81
FRENCH II	33
FRENCH II PRE-AP	14
FRENCH III	8
FRENCH III PRE-AP	19
FRENCH LANGUAGE AP	16
GERMAN I	54
GERMAN II	41
GERMAN II PRE-AP	17
GERMAN III PE-AP	31
GERMAN LANGUAGE AP	4
LATIN I	46
LATIN II	20
LATIN II PRE-AP	15
LATIN III PRE-AP	24
LATIN IV AP	5
SPANISH I – Grade 8 (East)	63
SPANISH I PRE-AP – Grade 8 (East)	17
SPANISH I PRE-AP – Grade 8 (North)	99
SPANISH I PRE-AP – Grade 8 (West)	100
Language Course Total	2241
ESL (Grades 6-12)	157
Grand Total	2398

Appendix F

C114 Language Lab:



D215 Language Lab: Proposal to switch to a digital lab w/ PC's and new furniture



References

College Board. (2005). AP Course Descriptions. New York, NY: College Board

Grandin, J. M., Einbeck, K., and von Reinhart, W. (1992). The Changing Goals of Language Instruction. In H. Byrnes (Ed), *Language for a Multicultural World in Transition*. Chicago, IL: National Textbook Company.

Hall, J.K. (1999). The Communication Standards. In J.K. Phillips (Ed), *Foreign Language Standards: Linking Research, Theories, and Practices*. Chicago, IL: National Textbook Company.

Halliwell, J. (1999). Language and trade. In A. Breton (Ed.), *Exploring the Economics of Language*. Ottawa, Ontario: Department of Cultural Heritage.

Coppell Portrait of a Graduate, Coppell; 2003

Coppell Independent School District Mission Statement, Coppell; 2005

Southwest Educational Development Laboratory., *A Texas Framework for Languages Other Than English*. Austin, Texas: Texas Education Agency, 1997.