CONCEPT NOTE

**French Ed Hack**

**Designing a Teacher Pipeline for the French Immersion Network**

French Embassy Hackathon Series

Second Hackathon

Hosted by General Assembly in collaboration with  
the Educational Affairs Department of the Embassy of France in the U.S.

**March 11 2017**

CHALLENGE

To design a tool that: 1/ **facilitates the recruitment of teachers by schools** with French dual language and immersion programs, 2/ **facilitates the job search for teachers** and future teachers, and 3/ **provides guidance regarding teaching requirements** and certification necessary to become a teacher in existing French dual language and immersion programs.

CONTEXT

**Finding teachers is the principal obstacle to growth faced by French immersion programs in the U.S.**

As American public schools expand offerings of French dual language and immersion programs, they face a shortage of qualified, francophone teachers. There are around 160 schools in the U.S. that run French dual language and immersion programs. New programs are launched every year, and this network is rapidly growing in large part due to heighted demand from parents and communities for language immersion. Program growth depends on finding and recruiting qualified teachers who not only can teach, but have a language proficiency level sufficient to teach content in the target language.

**Schools prefer native francophone teachers, but they are hard to find and complicated to hire**

It is challenging to find native French speakers to work in immersion programs. Some reasons include the onerous visa process for teachers from abroad, the fact that France (along with other francophone nations) faces a teacher shortage itself and thus resists allowing teachers to take time off for a teaching exchange. These challenges are addressed through several programs the Embassy already runs, including the Jules Verne teacher exchange program and several MOUs between districts in France and the US that facilitate independent exchanges. However, we see a lot of potential in finding new ways to motivate and support non-native French speakers with a light level of language proficiency as they pursue teaching careers, especially within rapidly expanding immersion programs.

**We’re focusing on American non-native French speakers for now**

When native speakers are not available (which is often), schools are happy to hire non-native francophones with a high level of French proficiency and some teaching experience. An insight we have uncovered after meeting with hundreds of teachers, school directors, and administrators is that for immersion programs, schools prefer language proficiency over teaching experience. It is challenging to find individuals that have both of these things, and schools report that what they really want are individuals with an expertise in the language. Schools can then direct these individuals towards professional development and training programs to cultivate the pedagogical foundations.

**We see enormous untapped potential in the TAPIF Alumni group, and there are likely more ‘pools’ of potential out there**

One place to find Americans proficient in French with some teaching experience is among the alumni of the [Teaching Assistant Program in France (TAPIF).](http://highereducation.frenchculture.org/teach-in-france/) TAPIF hires and places over 1,100 American citizens and permanent residents teach in public schools across all regions of metropolitan France and in the overseas departments of French such as Guiana, Guadeloupe, Martinique and Reunion. In order to be accepted to TAPIF, applicants need to have already at least a [CEFR B1 French level](http://www.coe.int/t/dg4/linguistic/cadre1_en.asp). These Americans are part of a larger cohort of 4,500 language assistants, paid by the French Ministry of Education, coming from 60 countries and teaching 15 languages. There are 20,000 Alumni of TAPIF in the United States. 5,000 responded to a May 2016 survey, and we have data on these 5,000 that tell us about 60% work in education, 60% have careers that use French, and another 20% are looking for ways to use French in their careers. We are hoping to create a pipeline for future teachers from within this group, and show them the opportunities that exist and the path into immersion teaching as a career. We’ll share more data on this group with you in the Resources section.

Another group to keep in mind as it grows is [France Alumni USA](https://www.francealumni.fr/en/position/usa/). This is a platform and social network for all international students (in this case, Americans) who have studied abroad in France.

KEY INSIGHTS

|  |  |
| --- | --- |
| Schools turn to the Educational Affairs Department of the Embassy for help recruiting teachers | Future teachers and Americans with high levels of French proficiency turn to the Educational Affairs Department of the Embassy for help finding jobs |
| **We need new and creative ways to connect schools and job seekers, and also illuminate and showcase the growing jobs opportunities within French immersion programs** | |

KEY QUESTIONS TO CONSIDER

* We know there are about 160 French immersion programs across the U.S., and we know many jobs are available within these schools. How many jobs for French immersion teachers are open currently? With the data we have, can we project growth of these opportunities over the next 2, 5, 10 years?
* What channels do schools currently use to recruit foreign language teachers? What channels do schools currently use to recruit *immersion* teachers? Do districts or departments of education play a role in recruitment?
* Where do teachers look for job opportunities? Where do non-teachers with a high level of proficiency in another language look for job opportunities that leverage that language knowledge?
* What information about necessary credentials or requirements do future teachers need before pursuing a job opportunity? How does credentialing differ between states, between public, charter, private schools, etc.?
* Going further: In a new, potentially choice-based educational landscape under a new administration, how might language immersion programs play a larger role? How might parents systematically demand immersion programs be part of their menu of ‘choices’?

RESOURCES *(List to be expanded before event. Send full resource list by March 2nd)*

Survey Data from 2016 TAPIF Alumni Survey (5,000 alumni respondents) <https://www.surveymonkey.com/results/SM-DT7V8553/> Password: frenchedhack

Survey Data from 2014 Survey of French Immersion Programs across the U.S. (140 school respondents) <https://www.surveymonkey.com/results/SM-93JTYZ53/>

Password: frenchedhack

Survey Data from 2017 Survey of French Immersion Programs on Teacher Recruitment Practices <https://www.surveymonkey.com/results/SM-JWYWKG53/> Password: frenchedhack

Prototype of Guide on launching bilingual and immersion programs Provide draft as reference

[American Council on the Teaching of Foreign Language (ACTFL)](https://www.actfl.org/)

[Center for Applied Linguistics (CAL)](http://www.cal.org/)

[Center for Advanced Research in Language Acquisition (CARLA)](http://carla.umn.edu/)

[National Association of Bilingual Education (NABE)](http://www.nabe.org/)

[Teaching Assistant Program in France (TAPIF)](http://highereducation.frenchculture.org/teach-in-france/)

[Embassy-run professional development programs for teachers](http://frenchlanguage.frenchculture.org/teach/french-assistants)

[DC Language Immersion Project](http://dcimmersion.org/)

[Campus France](http://www.usa.campusfrance.org/en/)

[France Alumni USA](https://www.francealumni.fr/en/position/usa/)

WHY LEARN FRENCH?

* [Annual Report on French Dual Language and Immersion Programs – 2017 Trends and Supports](http://face-foundation.org/2016/FACE-Dual%20Language%20Program%202017.pdf) – Read for stats and data driving the ‘case for French’.
* <http://www.diplomatie.gouv.fr/en/french-foreign-policy/francophony/promoting-french-around-the-world-7721/article/10-good-reasons-for-learning>
* <http://www.diplomatie.gouv.fr/en/french-foreign-policy/francophony/promoting-french-around-the-world-7721/article/infographic-french-the-5th-world>
* <http://www.diplomatie.gouv.fr/en/french-foreign-policy/francophony/promoting-french-around-the-world-7721/article/promoting-french-worldwide>
* <http://www.diplomatie.gouv.fr/en/french-foreign-policy/francophony/promoting-french-around-the-world-7721/article/17-good-reasons-for-parents-and>
* <http://www.diplomatie.gouv.fr/en/french-foreign-policy/francophony/the-status-of-french-in-the-world/>
* <https://www.youtube.com/watch?v=0EP6g043AIM>
* <https://www.youtube.com/watch?v=K6KniRMNS_A>
* <http://www.francophonie.org/IMG/pdf/oif_passeport_anglais.pdf>
* <http://www.francophonie.org/IMG/pdf/densite-francophones-carte-seule.pdf>
* <http://www.francophonie.org/IMG/pdf/Carte_statut_du_fcs.pdf>
* <http://www.francophonie.org/IMG/pdf/repartition_des_francophones_dans_le_monde_en_2014.pdf>

PROFESSIONAL OPPORTUNITIES FOR FRENCH SPEAKERS

* [Graduate study scholarships for former Teaching Assistants in France](http://highereducation.frenchculture.org/teach-in-france/alumni) (graduate programs seeking candidates with a high level of French proficiency)
* Start-ups emerging at [French-American Digital Lab](http://frenchculture.org/digital-cultures/grants-and-programs/french-american-digital-lab)
* Early-career professional opportunity as a [Teaching Assistant in France](http://highereducation.frenchculture.org/teach-in-france)

STUDY ABROAD OPPORTUNITIES

* [Chateaubriand Scholarships](http://highereducation.frenchculture.org/grants-and-programs/chateaubriand-hss-fellowship-program) – Fellowship program for PhD students from American universities who wish to study in France
* [CampusFrance](http://highereducation.frenchculture.org/study-in-france) – Governmental organization working to facilitate all international students studying at French universities

LEARNING FRENCH AS A ADULT

* [Alliance Française](http://www.afusa.org/)

MOBILE LANGUAGE LEARNING APPS

* <http://www.campusfrance.org/fr/dossier/immersion-france>
* <https://savoirs.rfi.fr/fr>
* <http://www.tv5monde.com/cms/chaine-francophone/lf/p-26292-Langue-francaise.htm>
* <http://apprendre.tv5monde.com/fr/niveaux/a1-debutant>
* <http://parlons-francais.tv5monde.com/webdocumentaires-pour-apprendre-le-francais/p-1-lg0-Accueil.htm>
* <http://www.tv5monde.com/cms/chaine-francophone/lf/p-26292-Langue-francaise.htm>

TEACHING and LEARNING FRENCH

* [Graduate study scholarships for future dual language and immersion teachers](http://frenchculture.org/frenchlanguage/news/scholarship-program-masters-bilingual-education-candidates-apply-now)
* [Resources to support French teachers in the US](http://frenchlanguage.frenchculture.org/teach) (our offerings of professional development opportunities, scholarships, French Teaching Interns, and more)
* [Label FrancEducation](http://labelfranceducation.fr/en) – seal of quality for bilingual schools
* <http://www.institutfrancais.com/en/digital-education-programs>
* <http://apprendre.tv5monde.com/fr/niveaux/a1-debutant>
* <http://enseigner.tv5monde.com/>
* <http://parlons-francais.tv5monde.com/webdocumentaires-pour-apprendre-le-francais/p-1-lg0-Accueil.htm>
* <http://enseigner.tv5monde.com/collection/7-jours-sur-la-planete>
* <http://mobile.edweek.org/c.jsp?utm_medium=FeedBlitzRss&utm_source=feedblitz&utm_campaign=learningthelanguage&item=http%3a%2f%2fapi.edweek.org%2fv1%2fblog%2f36%2f%3fuuid%3d64732&cid=25920011>
* <http://www.orlandosentinel.com/opinion/os-ed-bilingual-education-florida-teachers-011917-20170120-story.html>

COMMUNICATION

* [‘Et en plus je parle français’](https://www.dropbox.com/sh/w4axts2n83v58l9/AAAxvBnyzT885vuzS715x4ioa?dl=0) – Institut français communication kit for campaign, dropbox link.
* <https://www.facebook.com/FranceInTheUs/> - the Embassy’s Facebook page.

CALENDAR

Possible Weekends for Hackathon at General Assembly: March 11-12 OR

March 18-19

TIMELINE WITHIN WEEKEND

Event at Embassy for both Hackathon teams DATE

ORGANIZATION

* This is the second event in the French Hackathon Series. The first hackathon is in collaboration with Campus France to increase student mobility to France from the U.S.
* Hackathon will be open to 50 participants.
* Participants will form groups of 3 to 4 members.
* All groups will present their idea in a 10 minute pitch at the end of the Hackathon to a panel of judges.
* Pitches will be rated along a set of criteria.
* All group members will be invited to the Embassy to a final presentation from the winning teams of both hackathons.

JUDGING AND SELECTION

**Judges panel:**

**Selection criteria:** Our panel of judges in delighted to learn more about your work. Your projects will be rated using a selection criteria including the following parameters:

The extent to which your solution…

* … helps schools recruit teachers
* … helps job seekers find positions in immersion programs
* … provides guidance about credentials and requirements for new teachers
* … leverages the Embassy’s position as a resource hub
* … is feasible (realistic budget and staffing)
* … creatively addresses the challenge presented
* … is user friendly
* … presents *new* ideas that tap resources or stakeholders not previously considered

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