

### Constructs and Factors of Implementation

<b>IMPLEMENTATION STUDY</b>	<b>Program Design</b>	Instructional team	Facilitators' and adjunct teachers background Content expertise Technology competence Spanish Proficiency Roles & responsibilities
		Blended Delivery Model	Calendar and curriculum Technology function and support
		Site Administration	Enrollment criteria Principal/teacher/staff reception
		Student Background	Demographics Previous language learning Home support Prior achievement
	<b>Implementation</b>	Classroom Processes and Activities	Classroom organization Facilitator behaviors Instructional strategies Student behaviors Use of resources
		Language Instruction and Experiences	Instructional team's use of Spanish Cultural connections and comparisons
		Students' Use of Spanish	Reading Writing Listening Speaking
		Collaboration and Communication	Instructional team communication Instructional team-student communication Sense of community
		Use of Technology	Students' skills and confidence Computer-based activities Non-computer technologies Email and Voice mail Home use of technology
		Student Engagement	Motivation Participation in learning
	<b>Intermediate Outcomes</b>	Self-direction and Responsibility	Work completion Communication
		Valuing foreign language	Importance Interest in continuing
		Student Use of Spanish beyond the Classroom	Frequency of use Range of contexts
		Program Satisfaction	Student satisfaction Parent satisfaction
		Spanish Learning and Proficiency	Skills in reading, writing, speaking, and listening Perception of learning
<b>SUMMATIVE, IMPACT STUDY</b>	<b>Long-term Outcomes</b>	Improved General Achievement	Language arts performance Math performance
		High School Spanish Participation	Enrollment in high school Spanish Success in high school Spanish