

MOUNDS VIEW PUBLIC SCHOOLS - District 621

Agenda
Item #

5.2

School Board Meeting October 28, 2008
(date)

Subject World Language Program

1. Action 3. Report/Information
2. Consent Executive Summary on Reverse Side

Presenter/s Dan Hoverman, Superintendent; RoAnne Elliott, Director of Curriculum & Instruction

BACKGROUND *(If necessary, additional information is attached)*

The report will be an update on the progress of the work that is being done regarding the development of a world language program to be implemented in the elementary and middle schools.

ADMINISTRATIVE RECOMMENDATION

ACTION TAKEN

Motion by _____

Voting for _____

Seconded by _____

Voting against _____

**Curriculum Advisory Committee
2007-2008 & 2008-2009**

And

World Language Focus Group

Curriculum Advisory Committee 2007-2008**Meeting dates: Oct. 1, Dec. 3, Feb. 11 & May 5***

Name	School
Griebel, Kathy	BA, HV, ID
Katovich, Jeanie	ID
Seevers, Karen	ID
Wiley, Dawn	
Yates, Michael	CH
Culliton, Patty	EW, ID
Marquis, Lisa	SS, EW, ID
Hultberg, Michelle	HV, MV
Barmore, Robert & Julie	ID
Frey, R. Mark	MV
Hakes, John	IL
Yoshimura-Rank, Joyce	MV
Ehrenberg, Anastasia	BA
Kozen, Karen & Tim	IL
Frink, Laura	IL
Wikelius, Julie	School rep
Paul Good	School rep
Penny Howard	School rep

***World Language was discussed at the May 5th meeting**

**Curriculum Advisory Committee
2008-2009**

Name	School	8-Sep	6-Oct
Griebel, Kathy	BA, HV, ID		x
Katovich, Jeanie	ID	x	x
Seevers, Karen	ID	x	x
Wiley, Dawn	HV, MV		x
Yates, Michael	CH		
Marquis, Lisa	SS, EW, ID		
Hultberg, Michelle	HV, MV		
Barmore, Robert & Julie	ID		
Hakes, John	IL		x
Yoshimura-Rank, Joyce	MV	x	
Ehrenberg, Anastasia	BA, HV, ID		
Kozen, Karen & Tim	IL		
Frink, Laura	IL	x	x
Fox, Karen	MV		x
Tharldson, Ruth	ID	x	
Cantellano, Aldo	School rep	x	x
Xiong Yang, Mee	School rep	x	x
Nelson, Teri	TL		
Vervena, Lisa	TL, CH		
Wikelius, Julie	School rep	x	
Paul Good	School rep	x	x
Penny Howard	School rep	x	x

**2008-2009 Meeting dates: Sept. 8, Oct. 6, Dec. 1, Feb. 2 and April 6
World Languages will be discussed at each meeting**

Secondary - June 16

Elementary- June 17

World Language Focus Group		World Language Focus Group	
School	Parent Name	School	Parent Name
CH	Lisa Cartwright	TL	Teri Nelson
CH/MV	Margie Gran	TL	Michelle Prytz
EW	Shelly Schoeller	TL	Lea Hoyhtya
EW	Jeri Espeseth	IL	Karen Kozen
EW	Grace Thomas	IL	Mary Fenske
EW	Jody Moen	IL	John Hakes
EW	Judy Marchifava	BA	Lisa Ruff
HV	Shannon Johnson	BA	Ann Ehrenberg
HV	Lisa Ruff	BA	Janet Sommers
HV	Andrea Quanbeck	BA	Betsey Krohn
HV	Barb Danerow	VH	Mary Lawrence
HV/BA	Kathy Griebel	VH	Jen Mohlenhoff
HV/ID	Linda Kolstad	VH	Matt Wessberg
MV	Teri Gustafson	SS	Lisa Marquis
		SS	Judy Marchifava
		SS	Ester Owiridu
		SS	Nancy Engel
		PW	Gretchen Davis
		PW	Philip Herzog
		PW	Kara Chamberlain
		PW	Mary Mullen

PARAMETERS FOR PROGRAM DEVELOPMENT WORLD LANGUAGE IN THE ELEMENTARY AND MIDDLE SCHOOLS

The purpose of the discussion at this point is to determine the feasibility of extending world language study into the middle and elementary programs within the following parameters:

1. All languages currently taught at the senior high level stay in place with option of adding another language in the future
2. One language that is currently taught at the senior high level to be extended to middle and elementary levels
3. The language would be offered at each elementary and middle school.
4. No disruption of the elementary and middle school core curriculum
5. Program designed to move students progressively toward proficiency in the language
6. Student choice to continue the language or choose different language in senior high
7. Appropriate placement of students choosing to continue same language in high school
8. Cost neutral / No added staffing cost for the program
9. The language will be taught by staff who are appropriately licensed or have Community Expert certification from the Minnesota Board of Teaching.

WORLD LANGUAGE PROGRAM DEVELOPMENT TASK FORCE CHARGE STATEMENT

This charge statement is referenced to the approved program development parameters (attached). Task force work will be conducted within those parameters.

Goal and Purpose of the Task Force

The World Language Program Development Task Force is established to formulate recommendations for a world language instructional program to be implemented at the elementary and middle school levels, and for adding a language to the high school program.

I Elementary and Middle School

- Review research literature on effective world language program models, curriculum, and instruction
- Investigate world language programs in Metro districts
- Formulate recommendations with rationale about each of the following:
 - The language to be offered at the middle and elementary levels
 - The type of program to be offered and the program goals and purpose
 - Staffing the program; certification requirement clarified
 - Whether the middle school program will be inclusive or elective at each grade level
 - Guidelines regarding Level 1 and appropriate placement of students in the program
 - The type of information that needs to be exchanged between the elementary, middle and high schools about the program, curriculum, and individual student performance; guidelines for the exchange of information
 - Preparation of the high school program for the impact of language being taught at lower levels
 - Process for assessing the effectiveness of the program relative to the stated goals
 - Time and process for District-wide World Language faculty to work on program refinements
 - Staff development needs
 - Equity of program offerings across the district
 - Consider long-range implications
- Develop a curriculum document to indicate the content and logical progression of the curriculum across levels of the program. The document will include the following elements
 - Learner Outcomes anchored to national standards
 - Assessment Plan including placement tests and implementation plan
 - Curriculum Content and Structure and Curriculum Implementation Guidelines
 - Articulation chart
 - Recommended Instructional Models and Strategies referenced to best practices in world language instruction
 - Materials Selection Criteria; recommendation re materials to be purchased and purchase proposal
- Update program descriptions
- Update communication tools for parents, community members regarding World Language offerings

II High School

- Formulate a recommendation and rationale for adding a language to the high school program for the 2009-10 school year.
 - The language to be added
 - Curriculum document—see above
 - Registration guide information
 - Communication with students and parents
 - Faculty recruitment

Product of the Committee's Work

Written recommendations:

- Description of Program model that fits within the approved parameters and that address the components listed above.
- Comprehensive map that indicates the progression of language skills and instruction across all affected grade levels in addition to all of the elements listed in the curriculum section above.
- Program descriptions
- Communication Tools

Guidelines for Quality Process/Product

- Agenda, minutes, and other necessary materials provided by Facilitator
- Task force will break out into sub groups to work on the various components of the project.
- Sub-groups will be facilitated by RE, principals, or designees.
- Task Force member responsibilities will be clearly defined.
- Input and feedback from parents (CAC), School Board, and staff members will be requested at multiple points in the planning process.

Time Frame

September 2009	New world language offerings implemented in elementary, middle, and high school
August 2008	Institute Curriculum Update for BILTs at the Leadership Institute
Sept. 2008	First meeting of the World Language Program Review Task Force; review the charge statement Provide info to sub-group facilitators regarding budget for the planning year Sub-groups meet and establish calendar of meetings according to tasks to be completed CAC meeting feedback regarding world language program development Focus group for parents of 8 and 9 th grade students at each of the high schools 8 th /9 th grade student input re high school language (Are you interested in studying a language that is not currently offered? Students respond by checking a box to indicate: Chinese, Japanese, Arabic, Russian or none of the above)
Oct. 2008	Finalize recommendations with rationale to be brought to the school board for action regarding: <ul style="list-style-type: none"><input type="checkbox"/> The language to be taught at elementary and middle school levels<input type="checkbox"/> The language to be added to the high school world language offerings<input type="checkbox"/> Goals for a language program that allows students to progress toward proficiency over a period of years in the elementary and middle school<input type="checkbox"/> Program model—How World Language classes will fit within the program at each elementary and middle school (inclusive or elective at which grade levels, schedule—time and frequency, impact on other program components)
Oct./Nov 2008	Learner Outcomes Middle and Elementary Level 1 Guidelines
Nov. 2008	Information ready for the high school registration guides Program Model/Articulation Chart and Curriculum Development—November through April <ul style="list-style-type: none"><input type="checkbox"/> assessment<input type="checkbox"/> scope and sequence<input type="checkbox"/> best practice strategies<input type="checkbox"/> materials review

Jan. 2009	Information ready for the middle school program guides
Jan/Feb '09	Information for elementary registration
Feb/Mar '09	Curriculum Development
Mar/Apr '09	Posting positions for middle and high school language teacher
Apr/May '09	Completion of curriculum documents
May/Jun '09	
Jun/Jul '09	Staff Development
	Materials Ordered
Aug. '09	
Sept '09	Implementation

Membership

Principals

Teachers, including World Language Teacher reps

Parents

(Jan Kittock from MDE has agreed to serve the Task Force as consultant on an 'as-needed' basis)

Roles and Boundaries

The school board has authorized the staff to develop a world languages program in the elementary and middle schools and to add a language to the current high school offerings by September 2009. The Program Development Task Force will report findings and recommend options to be assessed by the superintendent, curriculum director and coordinator, World Languages contact teacher, CAC. After feedback has been processed and needed adjustments made, the curriculum director will finalize the recommendations and report to the school board. RE is the main contact person at the District office.

Budget

Sub group facilitators will calculate the number of hours needed to complete tasks and submit a budget adequate to compensate teachers at the \$27.00 hourly rate, or substitute teacher rate for meetings during the school day.

Communication

The curriculum director and coordinator will facilitate communication among the work groups, and will prepare updates for the superintendent, CAC and school board. The World Languages contact teacher will update the world languages faculty.

NOTE---

Parallel to this development process, the Community Education world language program will be reviewed to ensure that it is consistent with the school-based language program.

**Report to the School Board
October 28, 2008
World Languages Program Development**

Background Regarding World Language Program Development

In response to strong community interest expressed over a number of years, and as part of the District's commitment to preparing all students to compete in the 21st century global marketplace, the staff has examined the feasibility of implementing language instruction for students in the elementary and middle school grades.

The staff is also continuing to weigh the feasibility of implementing an additional language at the high school level along with the current offerings of Spanish, French, German and American Sign Language.

Based on the discussions that have occurred to date, we believe it is feasible to offer a quality program at the 4th, 5th, 6th, 7th, and 8th grade levels.

What Has Been Done to Date?

1. Review of community inquiries about world language
2. Review of WL research / best practices literature; Discussions with MDE World Language consultant; Discussions with staff members in school districts where a world language is taught in the elementary and middle school programs

The following questions have been addressed based on the information gathered from those sources:

What is required to build a quality world language program at the elementary and middle school levels?

- Curriculum framework articulated across levels of the program
- Systematic instruction designed to build language skills over time
- Adequate instructional time and frequency

What can we learn from the experiences of other school districts are implementing elementary and middle school WL programs

- Important to identify and to clearly communicate program purpose—build program to match purpose
- Hiring and retention of staff is more challenging for less commonly taught languages
- WL is like other curriculum areas in that establishing and maintaining strong programs is worthwhile and challenging

On what basis should we determine the elementary grade level that should be our starting place for WL instruction?

- Feasible starting place for a continuous program that offers the progression of building block skills
- Developmentally pre-adolescence is optimal time to begin study of a second language

On what basis should we determine the language to be taught?

- Program parameters—Spanish is taught at our high schools
- Availability of appropriately licensed teachers
- Opportunity for learners to practice the language locally—Spanish is widely spoken in MN and across the US

What will be the specific program purpose in terms of outcomes for students?

- To allow students to build on language skills to a level of at least “novice low” as identified by the American Council of Teachers of Foreign Languages (ACTFL) guidelines as they engage in the program from 4th through 8 grade.
- To prepare and motivate all students to study whatever language they choose in high school

3. Program development parameters drafted by staff (attached); school board reviewed and directed staff to use the parameters to explore the feasibility of WL program for Sept. 09 implementation
4. Principals draft scenarios to test feasibility of WL inclusion in elementary model
5. HS WL teacher focus group
6. Middle School Parent Focus Group; Elementary School Parent Focus Group
7. Overview of information about WL program development at the Leadership Institute for site team leaders
8. Program Development Charge Statement written (attached)
9. Meeting to provide update for high school WL teachers—discussed charge statement and scenarios
10. Middle School site team reps meet to review the program development charge and implementation scenarios; discussed expected impacts
11. Elementary School site team reps meet to review the program development charge and implementation scenarios; discussed expected impacts
12. Curriculum Advisory Committee meeting updates in September and October (minutes available on District website)
13. Elementary School site team reps hold second meeting to design unit studies structure and to identify the particular challenges and opportunities associated with each site's proposed model

What are the next steps?

Increase Communication with Staff

- Web site—Information about program development
- Planning meetings for elementary and middle school staff

Refinement of Unit Studies Models

Curriculum Development—World Language, Science, Social Studies (Learner outcomes, Assessment, Curriculum Structure and Instructional Strategies, Materials)
 Science and Social Studies Curriculum Development

Increase Communication with Parents

- Each school will provide opportunities for parent input and involvement
- Communication with teachers
- Nov. 6th Meeting of a WL Sub-Committee of the Curriculum Advisory Committee will be held
- Dec 1st Meeting of the full Curriculum Advisory Committee—Unit Studies, including WL will be on the agenda
- Proposed elementary unit studies models will be refined; identified challenges will be addressed

Resolve questions regarding the feasibility of adding a language to the high school offerings.