

School Board Meeting January 27, 2009
(date)

Subject World Language

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

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

BACKGROUND (If necessary, additional information is attached)

In response to strong community interest expressed over a number of years, and as part of the District's commitment to preparing students for 21st Century global citizenship, the staff has developed a proposal for world language program implementation in the middle and elementary schools to begin in the fall of 2009 and requests the Board's action on that proposal.

The initial discussions about extending WL to the elementary and middle schools began in March 2008 when a group of principals met with Superintendent Hoverman and Curriculum Director RoAnne Elliott to plan a series of steps to explore the feasibility of launching a program. Early steps included the development of a set of program development parameters, and a charge statement which outlined the planning process and timeline. The School Board then directed the staff to determine the feasibility of implementing a world language program within the given parameters. The ensuing work included the following activities:

- Review of community inquiries regarding the need for a world language program
- Review of the research literature, discussions with experts in world language instruction, investigation of world language programs in other school districts
- Forming and refining potential implementation models
- Meetings with the District's world language teachers, elementary site team members, and allied arts teachers
- Focus group meetings—elementary and middle school parents
- Curriculum Advisory Committee (CAC) discussions
- CAC sub-committee on world language formed and convened
- Parent meetings at the elementary and middle school sites
- School Board Focused Forum for community members
- School Board updates
- Documentation of the process on the District's website

The efforts to develop proposals have proceeded steadily and with great thoroughness over the last 10 months. The diverse perspectives of faculty and community members, principals and district administrators have contributed to the process and are reflected in the options that have been presented for consideration by the School Board.

This work has culminated in the recommendation which will be brought forward at the meeting this evening.

ADMINISTRATIVE RECOMMENDATION

- Designate Spanish as the exclusive language to be taught at the elementary and middle school levels.
- Select Option 7B as the instructional model for the world language program.
- Direct the administration to begin program implementation for the 2009-10 school year.

ACTION TAKEN

Motion by _____

Voting for _____

Seconded by _____

Voting against _____

Rational for the Recommendation of Spanish

The recommendation of Spanish as the language to be taught in the elementary and middle schools is based on the following facts:

- Addresses the Parameters Spanish is one of the high school language offerings affording students the opportunity to continue studying the language in high school
- Student Interest The majority of students who choose to study a second language in our high schools have chosen to study Spanish— this has been the case historically
- Teacher Availability It is likely to be easier to find appropriately licensed Spanish teachers than teacher of the other languages, particularly at the elementary level where dual licensure is required
- Relevance Spanish is widely spoken in the metro area, in Minnesota, and across the United States providing rich opportunities to use the language outside of the instructional setting

OPTION 7A CURRENT PROPOSAL (Options A and B are the same except as pertains to FACS. In option A FACS is eliminated at CH and EW and maintained at HV. In Option 7B, FACS is eliminated at all 3 schools.)

09-10 Implement in 4th and 5th Grades Unit Studies All students

09-10 Implement in 6th Grade 1 Qtr, 7th Grade 1 Qtr, and 8th Grade 1 semester All students

PROS

Starts second language instruction at optimal ages

Will prepare students who continue the language to attain a higher level of proficiency in high school

Will prepare all students to study a language in high school

Highly motivated students who study the language from 4th through 8th grade will be prepared to take the placement test for Level 2

Elementary program connects with middle school program—students will study the language each year from 4th through 8th grades

The models have already been designed; reviewed and discussed widely

Staff is aware of the implications of the proposed models and have had input

Focuses and enhances the elementary unit studies model

Principals have determined how the models can be staffed

Maintains allied program with varied offerings

Community Ed enrichment program enhances second language learning opportunities for all elementary students

Curricular offerings and Community Ed offerings combine in a robust response to community's interest having second language instruction in the elementary and middle school grades

CON

Middle school option is not consistent with elementary program in regards to time and frequency

FACS is eliminated at CH and EW and reduced at HV

Reduces the allied arts options at all middle schools

Program reductions at the middle level are not uniform among the 3 schools

OPTION 7B New Version of the Current Proposal

THIS OPTION WAS CREATED IN RESPONSE TO A REQUEST FROM SCHOOL BOARD MEMBERS AT THE JANUARY 13TH MEETING TO OFFER AN OPTION WHICH WOULD BRING THE MIDDLE SCHOOLS INTO CLOSER ALIGNMENT BY REMOVING FACS FROM HIGHVIEW. THAT IS THE ONLY DIFFERENCE BETWEEN OPTION 7A AND 7B

<p>09-10 Implement in 4th and 5th Grades Unit Studies All students 09-10 Implement in 6th Grade 1 Qtr, 7th Grade 1 Qtr, and 8th Grade 1 semester All students</p>	
<p>PROS</p> <p>Starts second language instruction at optimal ages</p> <p>Will prepare students who continue the language to attain a higher level of proficiency in high school</p> <p>Will prepare all students to study a language in high school</p> <p>Highly motivated students who study the language from 4th through 8th grade will be prepared to take the placement test for Level 2</p> <p>Elementary program connects with middle school program—students will study the language each year from 4th through 8th grades</p> <p>The models have already been designed; reviewed and discussed widely</p> <p>Staff is aware of the implications of the proposed models and have had input</p> <p>Focuses and enhances the elementary unit studies model</p> <p>Principals have determined how the models can be staffed</p> <p>Maintains allied program with varied offerings</p> <p>Community Ed enrichment program enhances second language learning opportunities for all elementary students</p> <p>Curricular offerings and Community Ed offerings combine in a robust response to community's interest having second language instruction in the elementary and middle school grades</p> <p>Increased uniformity among offerings among the middle schools.</p>	<p>CON</p> <p>Middle school option is not consistent with elementary program in regards to time and frequency</p> <p>FACS is eliminated at all three middle schools.</p> <p>Reduces the allied arts options at all middle schools</p>