

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 9th grade students at each of the high schools
8th/9th 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:
The language to be taught at elementary and middle school levels
The language to be added to the high school world language offerings
Goals for a language program that allows students to progress toward proficiency over a period of years in the elementary and middle school
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

assessment
scope and sequence
best practice strategies
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 or 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
World Language Teacher reps
Parents

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 \$26.00 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.

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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.