



## World Language Feasibility for 2009-2010

### Questions and Answers:

#### ELEMENTARY SCHOOLS

- 1. How would appropriately licensed teachers be assigned teaching responsibilities for the language and other areas of the curriculum?**
  - The language teachers would also be elementary certified and would teach any combination of language arts, math, social studies, science, and information literacy. Their schedule could look like that of a High Performance instructor in grades 4 and 5.
  - This could also look very much like a current classroom teacher since the only additional subject matter taught is world language.
  - This position as proposed would fit well into the design of the instructional models as they currently operate in grades 4 and 5 – i.e., perhaps the teacher would have multiple sections of social studies at grades 4, 5 and World Language at 4, 5.
  
- 2. Why not offer language as an elective or in the specialist model?**
  - Specialists meet every 5 to 6 days. This would not provide the recommended frequency or amount of student contact time to provide the learner outcomes we seek. The goal in implementing a successful world language program is time and frequency. The goal of frequency cannot be met in a specialist model.
  - The *only* electives at the elementary level are band and orchestra. It would be difficult to maintain and hire for an elective offering at the elementary level.
  - This would not be cost neutral.
  
- 3. How would student learning in Social Studies be impacted (curriculum and instructional time)?**
  - The social studies program will be enhanced by a District-wide focus on skills that will more effectively prepare students to be successful social studies learners at the higher levels. The curriculum contact teachers have identified 3 main skill categories based on information from the National Council on Social Studies (NCSS): Inquiry/Critical Thinking, Literacy, and Technology.
  - These critical skill areas are addressed in multiple areas of the elementary school program. The review committee will study and recommend ways to integrate social studies content as these skills are being taught.
  - The K-12 committee will agree on the District-wide grade level placement of specific content from the state and national curriculum standards.

- Assessment, curriculum plans, lessons, projects, and activities will be adjusted to reflect the decisions about critical skills and content to be addressed.
- One important product of the curriculum review process will be guidelines about the use of instructional time.

#### **4. How would student learning in Science be impacted?**

The classroom Science curriculum will not be affected by the implementation of World Language. Foss kits are currently used in the classrooms and will be in the future. Classroom teachers will have adequate time to teach Science using the Foss kits. Science Specialists will be incorporating more of the Engineering Standard that is in the Draft form of the new Science Standards.

- **Instructional Time**

Most schools will be increasing their science time to a full semester vs. one quarter, which is currently the case at many sites. This is classroom specific, not specialist specific.

#### **5. How much progress has been made with the alignment of the Science Specialist program and classroom Science instruction?**

Contact teachers have reviewed the recently drafted State Science Standards. A team is meeting to address where the new Standards will be met— in the regular classroom program or in the Specialist program. The first meeting is December 11, 2008. This will be completed by January.

#### **6. How are the proposed unit studies models (incorporating the language) similar and different across the 6 schools?**

Similarities:

- Each school is developing a model consistent with the parameters.
- Each would offer 40-45 hours of language and social studies instruction and 80-90 hours of Science 4<sup>th</sup> grade and 5<sup>th</sup> grade.
- Program outcomes and content will be the same at each school.
- Each will offer the language primarily within the Social Studies curriculum block.

Differences:

- Scheduling, personnel, and teacher assignments will likely differ between schools.

#### **7. What is the status of the after-school enrichment language program? Could that program fulfill the District-wide need to offer language instruction?**

- Starting in January, Community Education will offer before-school or after-school programs in Spanish at all schools, and additional languages at TL and IL. A brochure with information about the program and registration will be sent home with students, and registration will happen after holiday break.
- Fee-based, out-of-school enrichment experiences can not substitute for curricular offerings.

## MIDDLE SCHOOLS

### 8. How do the proposed schedules differ from the current schedules?

- Currently students are assigned to grade level core and allied arts courses. **The only classes available on an elective basis to middle school students are performing music options.** Students may choose to participate in band, orchestra, or choir. Students who do not select one of these music options are placed in a yearlong sequence of allied arts classes.
- This model of placing students in courses would not change.
- The allied offerings would include Physical Education, Health, Computer Skills, Art, Technical Education, performing music, and a World Language course.
- With the exception of FACS at EW and CH, all areas will continue to be offered. There have been reductions in some of the areas as described below.

### 9. Describe the impact in each affected area:

| <b>The table shows the changes in offerings of FACS, Tech Ed., and Art in the 3 year Middle School program with the implementation of a world language.</b> |               |              |               |               |                |                 |
|---|---------------|--------------|---------------|---------------|----------------|-----------------|
|   | CHIPPEWA      |              | EDGEWOOD      |               | HIGHVIEW       |                 |
|   | CURRENT       | PROPOSED     | CURRENT       | PROPOSED      | <i>CURRENT</i> | <i>PROPOSED</i> |
| FACS  | <i>3 QTRS</i> | <i>NONE</i>  | <i>2 QTRS</i> | <i>NONE</i>   | <i>2 QTRS</i>  | <i>1QTR</i>     |
| Technology Ed.  | <i>2 QTRS</i> | <i>1 QTR</i> | <i>3 QTRS</i> | <i>2 QTRS</i> | <i>3 QTRS</i>  | <i>2QTRS</i>    |
| Art   | <i>3 QTRS</i> | <i>1 QTR</i> | <i>2 QTRS</i> | <i>1QTR</i>   | <i>3 QTRS</i>  | <i>2 QTRS</i>   |

- Course offerings that would not be impacted by the implementation of world language include Reading, Language Arts, Math, Science, Social Studies, Physical Education, Health, Business ed., Band, Orchestra, and Choir.
- With slight reductions in some allied area, all students would continue to receive a minimum of one quarter of instruction in these allied arts classes during their middle school experience. At each school, students who do not select band, orchestra, or choir will take additional allied arts courses.

**Rationale:** The FTEs for allied arts teachers will be reduced to allow for the addition of world language staff. To limit the impact on all areas, Chippewa and Edgewood are proposing to eliminate FACS. This will greatly reduce the impact to other allied arts positions. Highview proposes to reduce (not eliminate) FACS due to the availability of a dual licensed teacher.

## **10. Why is there a difference in the proposals regarding FACS?**

All staffing decisions are based on program needs. If an allied arts teacher has dual licensure and the other area aligns with program needs, a site may consider using the teacher in both areas. Another important variable when considering using teachers with dual licensure is scheduling feasibility (can the position be scheduled?).

FACS is part of Career & Technology Education (CTE), which additionally includes Business Ed. and Technology Ed. The rationale was to maintain a significant portion of the CTE program by continuing to offer courses in Technology Ed. and Business Ed. It may be possible to address key FACS outcomes by incorporating them into other CTE courses. Currently, students receive a modular technology lab experience in FACS and Technology Education. Students will continue to have the opportunity to take an elective FACS class as part of their high school experience.

## **11. Can the schools provide a quality program via the proposed schedules (one quarter of instruction in 6<sup>th</sup> grade, one quarter in 7<sup>th</sup> and one semester of instruction in 8<sup>th</sup> grade)?**

- The purpose of the program is to motivate and prepare students for in-depth language study at the high school level.
- The program will be taught in a systematic manner with well articulated and aligned expectations, assessment, curriculum framework, and instructional strategies.
- While uninterrupted instruction would be ideal, in the proposed model students will gain background that will be a significant asset as they continue second language learning in high school.

## **12. What efforts are being made to learn from the experiences of other school districts?**

- Elementary and middle school principals have contacted many metro districts to find information about scheduling.
- We are continuing to contact schools to get perspectives on a range of implementation issues .

## **13. Why not delay the decision for a year and take more time for study and discussion?**

Delaying the decision would only make sense if the parameters changed. The parameters were set in response to our current circumstances, and we do not anticipate a significantly different set of circumstances next year.

## **14. What are the next steps?**

- The staff will prepare information describing a range of implementation options for the School Board's consideration.
- Pros and Cons will be listed for each option based on the study that is being done and the input that has been given.

- January 12 CAC Sub-Committee meeting from 6:00-7:00 at Snail Lake. Some information about the options will be available for the meeting.
- January 13 School Board meeting. The world language report will include the list of options.