

Bridging the Gap: Grades PK-12 to Postsecondary



We will know success when:

Potential solutions to explore (on back)

PK - 12

Describe how these elements impact (+/-) successful transition to postsecondary ed.:

A) Opportunity for all students:

[Access and Capacity]

- Number of languages, classes
- Advanced courses (AP, IB, College in High School)
- Early language learning
- Heritage vs. 1st time learners; student placement
- Not languages in elementary; build sequential program

B) Credit

- routes available
- how earned/what they represent
- Heritage learners receiving credit for language skills
- Credit costs to students for "college in the high school"
- Credit by exams vs. seat; need more flexibility
- Failures in core classes eliminate room in schedule
- Students don't feel prepared

C) Role of technology & online learning

- Access issues; increase language options and rigor
- Need document cameras and projectors
- Good for homework and quizzes
- Integrate language into every day life through technology

D) Other Issues Impacting Successful Transition

- Focus on communication (not grammar)
- Start kids too late – Poor curriculum design
- Students *want* to start over in college; not comfortable

Barriers

1) Goals: do we have common goals?

- Need common goals, state articulation standards
- What are standards for university students/classes?
- Global awareness needs to be a goal

3) Assessments:

- Lack of alignment of assessment process: proficiency vs. seat time
- Need variety of ways to measure
- Interest in Oregon's model, STAMP, and OPI

5) "Will" to build the bridge:

- Focus of university should be to support K-12
- Mismatch in priorities
- Time constraints
- Learn that language learning is important high school to higher education

7) Other barriers impacting successful transition:

- Limited professional development opportunities, teacher resources
- Lack of mandate and commitment to teach language
- WASL and competition for time; perceived importance
- Waiting until high school to teach world language (need to start early)

2) Teacher Preparation:

- Lack of qualified teachers across languages; no recruitment
- No new professional development for WL teachers
- New teachers need mentoring

4) Trust:

- Mistrust between teachers (one level to next), parents to teachers, and between institutions re program quality
- Lack of communication
- Teachers need to see students as capable

6) Who needs to be involved (and how):

- Community, School Boards, Higher Ed, K-12, Middle School, High School, Administrators, Parents, Teachers PreK-University
- Need vertical communication secondary to college

Postsecondary

Describe how these elements impact (+/-) successful transition from PK-12 education:

A) Placement

- Expectations from post-secondary communicated to PK-12. Place by experience or by test?
- Testing language proficiency; some ability to remediate
- High school educators and college faculty skilled in conducting language proficiency assessment

(B) Credit for prior learning

- for prior experiences
- for heritage speakers' language proficiency
- Equitable assessment for all languages; separate classes for heritage and L2 learners
- Use STAMP for placement and regular quantification of progress
- Assess Oral proficiency, plus Reading and Writing

C) Role of technology & online learning

- Does it take students away from building programs?
- User-friendly online resources

D) Other Issues Impacting Successful Transition

- Better communication high school to higher ed
- Unavailability of study abroad opportunities
- Lack of requirement; equity, focus on value of language learning

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We will know success when

- 1) All agree on a framework for how languages should be taught and a framework for teaching languages.
- 2) At least have all fluent in another language and we know/agree on what fluency means.
- 3) Attitude change among youth about world language, and parents' attitudes and beliefs (and community's).
- 4) Attitudes and beliefs about the benefits of learning L2 and being a heritage speaker change.

Addressing priorities of the learners. Successful assessment. Language available K-12. Students have the option to learn multiple languages. World languages a requirement, not an elective. Students confident bicultural bilingual learners. All students should understand the value of understanding and experiencing different cultures and languages. This takes students, schools, and families.

All schools teaching multilingualism with students reaching proficiency. Meeting community and business needs. Success beyond the classroom. Standards in the state with EALR leading to standards.

Common standard. When everyone in US speaks another language. Our society values language/teachers. Olympia views world language as core class. WL is a requirement. Elementary schools are teaching language. Every child has traveled outside the country. Government supports it financially.

Detailed assessment and training for teachers used by PreK-12 and higher ed. More training approaches for professional development. Funding for increasing capacity. Increased enrollment in higher ed. Students have understanding of current proficiency and future goals. Standards will commonly exist and be understood by all stakeholders. Strong relationships will exist between PK-12 and Higher Ed. Increased dual enrollment opportunities.

Early language is the norm, not the exception. Clear communication exists between PK-12 and post-secondary!!

Scope and sequence P-20 is coordinated. WL is a core subject, not an elective. When we say everyone can learn a language, not just college-bound. We see a culture shift: respecting immigrant languages, which now are downplayed so kids are ashamed. We offer early language learning.

Students are excited and want to continue and will be open to academic rigor. More balance at university level (in terms of activities/approaches). Assessments that cover all the standards (STAMP??).

Students who are functionally proficient and literate in a world language (including culture) and have a global perspective.

Potential solutions to explore

- 3-day summer university/secondary - meet and share expectations
- Chat room? Share lessons via the Internet
- Graduation requirement – not just an elective! Workforce demand – prepared teachers and specific languages. Full time vs. part time work.
- Perhaps separate set of standards -- not all are college bound.
- Reach out to parents for respect to help navigate and reassure them that language doesn't impede WASL success.