

# What skills are in demand?

According to Michael Eskew, CEO of UPS:

- Trade literate (21st century economics)
- Sensitive to foreign cultures ( cultural awareness, adaptability, and diplomacy)
- Conversant in different languages
- Technology savvy
- Capable of managing complexity (being creative; knowing how to learn)
- Ethical

# Where does the U.S. send its products?

Total U.S. Exports (2007) \$1,162,708,293 ,000

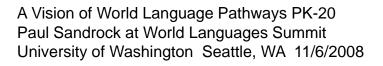
Top Ten Destinations: Canada, Mexico, China , Japan, United Kingdom, Germany, South Korea, Netherlands, France, Taiwan

State-by-state export data available

(http://tse.export.gov)







# Global literacy adds value to our diplomacy



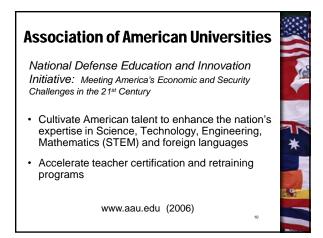
# US Defense Department: Defense Language Transformation Roadmap

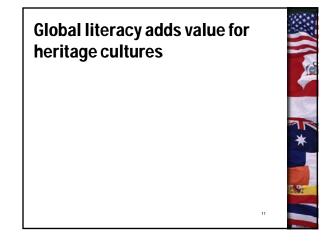
- · for officers and for enlisted ranks
- identify language assets
- recognize need for understanding of other cultures

(2005)

http://www.defenselink.mil/news/Mar2005/d20050330roadmap.pdf









## US 2000 Census: Heritage Language Speakers

- an increase of 47.4% between 1990 and 2000 of US residents who speak languages other than English at home
- total population increased by 13.9%

http://www.mla.org/census\_main

#### **Our Heritage Languages**

- Spanish or Spanish Creole 28,101,052
- Chinese- 2,022,143
- French (incl. Patois, Cajun) 1,643,838
- German 1,383,442
- Tagalog 1,224,241
- Vietnamese 1,009,627
- Italian 1,008,370
- Korean, Russian, Polish, Arabic, Portuguese, Japanese (500,000 – 900,000)

Global literacy adds value through the impact of language learning on academic achievement



# Languages impact academic achievement:

- Students studying languages outperformed those who did not study languages:
- Outperformed on language arts and math, regardless of race , gender, or academic level
- Outperformed non-language students on every subtest of LA state assessment

http://www.cal.org/earlylang/benefits/index.html

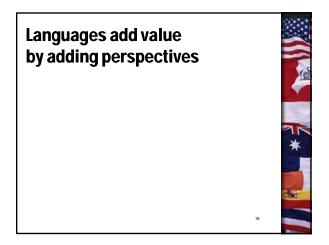
# Languages impact academic achievement:

Students studying languages outperformed those who did not study languages:

- Lower socioeconomic students performed just as well
- Four or more years of language study raised SAT scores more than study in any other subject area



http://www.actfl.org/i4a/pages/Index.cfm?pageID=4525



# PK-20: Make it Seamless

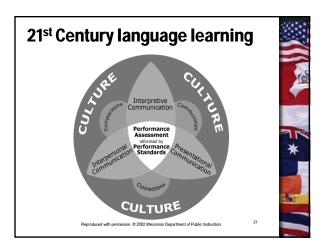
- Common Goals
- Continuous Progress
- Competing Collaborating Programs
- Collaborative Development



## **PK-20: Make it Seamless**

Common Goals

- · Elementary School programs
- Middle School programs
- Senior High School offerings
- Postsecondary program options



# Who is studying world languages in your school district? College-bound students? Students achieving high scores on standardized tests? All students? College-bound Career-focused English language learners Students from diverse socio-economic backgrounds





## **Changing Higher Education Context:**

Association of American Colleges & Universities Liberal Education and America's Promise (Project LEAP): Common core

- Knowledge of human cultures and the physical and natural world
- · Intellectual and practical skills
- · Personal and social responsibility
- Integrative learning

http://www.aacu.org/leap/

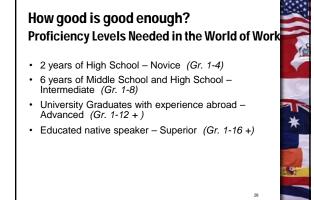


## **Continuous Progress**

Elementary Grades: Instruction integrated with grade level content

Middle School: Continuing development of language proficiency

Senior High: Program options and flexibility



# **Different assessment measures** for different purposes:

- · Achievement (what is taught)
- · Performance (what one can do with what has been taught or learned)
- Proficiency (one's general functional ability across contexts)



# Snapshots:

- Every few years to see changes
- · Describe continuum from no functional ability to highly functional ability
- Focus on function, context, discourse, and accuracy
- Summative assessment

# Linguafolio:

Data stream:

- · Variety of assessment measures
- Frequent increments
- Focus on what learner can do (task and context)
- Formative assessment; guides instruction

http://www.ncssfl.org/links/index.php?linguafolio



Program Model: Assessment-Driven Planning

- K-12 German, Japanese, Spanish
- Standards-based curriculum identifies communication goals for each unit of instruction: Interpersonal, Interpretive, and Presentational
- Assessment Portfolio: ongoing collection of evidence

# Program Model: Assessment-Driven Planning

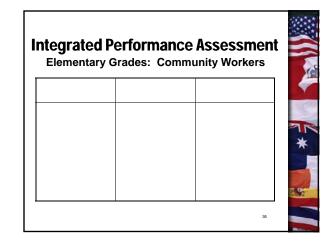
To place first group of 8th grade graduating students:

- Oral and written language samples
- Compared to high school students at end of 1st and 2nd year language courses
- Placed in 3rd year language courses



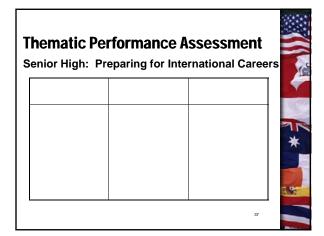
#### Program Model: Assessment-Driven Planning New High School Curriculum: • Beginning – Transitional – Intermediate – Advanced • Most continuing 9<sup>th</sup> graders - Transitional

- Assessment drives initial placement and movement into next "level"
- May stay in the "level" for 1, 2, 3, or 4 semesters
- Advanced courses are 4<sup>th</sup> and 5<sup>th</sup> semester university courses



 Integrated Performance Assessment

 Middle School: Interests and Careers



# Integrated Performance Assessment: Unit Level Examples

Foreign Language Educators of New Jersey:

- Teams from a consortium of districts
- Identified themes to spiral across all levels of instruction
- Created common performance tasks for interpretive, presentational, interpersonal modes of communication
- Developed common rubrics
- Posted "anchors": samples of student work

http://flenj.org/CAPS/?page=parent

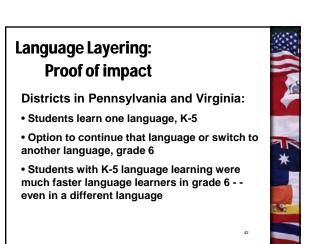




# Language Layering: Glastonbury CT

- All students learn Spanish, K-5
- Option to start French, Gr. 6
- Option to start Russian, Gr. 7
- Option to learn Japanese, Latin, Mandarin Chinese, Gr. 9-12

• Option to begin French or Spanish, Gr. 9-12





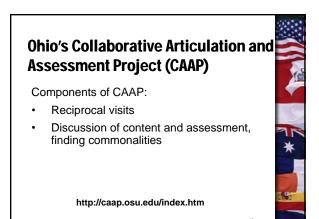
# What should I teach?

"I'm torn: should I teach my students so they are able to communicate effectively ... or ... should I teach them so they place into a fifth semester college course?"

Pat Fischer (Waunakee Schools, WI)



http://caap.osu.edu/index.htm



 Ohio's Collaborative Articulation and Assessment Project (CAAP)
 Developed Common Core (Multiple tasks for each of four skills at four levels)
 Used teacher assessments based on Common Core to help with placement decisions
 Developed fast-paced review courses (as alternative to experienced students taking beginning courses)
 http://caap.osu.edu/index.htm



- Planning with English and Social Studies teachers
- 9 week course on China
- Content: history, geography, art, calligraphy, short stories, conversational expressions

# Program Model: Options for Advanced Levels

- Discover the culture through its media (art, music, film)
- Current issues in the target culture (news and articles to identify key issues in politics, society, generations, economics)
- Unwrapping a culture via literature
- Applying the language in career-related projects

# **Program Model:** K-16 Pipeline

New U.S. Government Initiative: Chinese

- Grant competition to develop advanced level speakers
- Elementary (K-5) Immersion & heritage program
- Middle School (6-8) Content-based progran two periods daily
- High School (9-12) Immersion & 1-hour daily offerings

# Program Model: K-16 Pipeline

- University Reach Superior level Language strategies courses Integrated cross-disciplinary courses Junior Year at Nanjing University Internship opportunities
  - Chinese is in addition to academic major
  - Attention to native and heritage speakers

http://casls.uoregon.edu/flagship/en/index.php

# Language Roundtables: Ohio, Oregon, Texas

Gatherings of business and community leaders

• Identified state needs for all students to understand another language and other cultures

• Highlighted need to expand language sequences (K-8) and add languages

# Ohio Foreign Language Advisory Council: Recommendations Provide access to a sequence of world language instruction, PK-16 Retain capacity in currently taught languages; build capacity in critical languages Use proven programs to develop long sequences

- Use multiple means to deliver instruction
- Grant world language credit based on demonstratir proficiency
- · Increase number and build capacity of teachers







