

A Vision of World Language Pathways PK-20

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21st Century Learning



This is a story about the big public conversation the nation is not having about education ... whether an entire generation of kids will fail to make the grade in the global economy because they can't think their way through abstract problems, work in teams, distinguish good formation from bad, or speak a language other than English."

TIME Magazine, 18 Dec. 2006

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Global literacy adds value to our economy

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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

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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>)

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Committee for Economic Development

*Education for Global Leadership:
The Importance of International Studies and Foreign Language Education for U.S. Economic and National Security*

"America's continued global leadership will depend on our students' abilities to interact with the world community both inside and outside our borders."

<http://www.ced.org> (2006)

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Global literacy adds value to our diplomacy

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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>

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National Security Language Initiative

- Incentives to teach critical need languages K-12
- Scholarships for 3000 high school students to study abroad by 2009
- 300 native speakers to teach in US universities
- National Language Service Corps of Americans proficient in critical languages to serve as volunteers and teachers, K-12
- Teacher-to-teacher seminars

(2006)

<http://www.ed.gov/about/inits/ed/competitiveness/nsli/index.html>

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Association of American Universities

National Defense Education and Innovation Initiative: Meeting America's Economic and Security Challenges in the 21st Century

- Cultivate American talent to enhance the nation's expertise in Science, Technology, Engineering, Mathematics (STEM) and foreign languages
- Accelerate teacher certification and retraining programs

www.aau.edu (2006)

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Global literacy adds value for heritage cultures

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US 2000 Census: Heritage Language Speakers

17.9% of US residents speak a language other than English at home

(47 million people out of US total of 262 million people, over age 5)

http://www.mla.org/census_main

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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

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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)

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

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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>

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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>

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Languages add value by adding perspectives

PK-20: Make it Seamless

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

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PK-20: Make it Seamless

Common Goals

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

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21st Century language learning



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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 with special needs*
 - *Students from diverse socio-economic backgrounds*

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Changing Higher Education Context:

Georgetown University

- Content from the beginning and language to the end
- Continuous development of all aspects of language
- Integration of content and language

<http://www1.georgetown.edu/departments/german/>

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Changing Higher Education Context:

Modern Language Association (MLA) Panel 2007 Report:

- Re-evaluation of university content (from 101 to Ph.D. level)
- Move away from a literature-centered model, to an interdisciplinary approach
- Teach language, culture, and literature as a continuous whole

<http://www.mla.org/flreport>

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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/>

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PK-20: Make it Seamless

Continuous Progress

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Continuous Progress

Elementary Grades: Instruction integrated with grade level content

Middle School: Continuing development of language proficiency

Senior High: Program options and flexibility

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How good is good enough?

Proficiency Levels Needed in the World of Work

- 2 years of High School – Novice (*Gr. 1-4*)
- 6 years of Middle School and High School – Intermediate (*Gr. 1-8*)
- University Graduates with experience abroad – Advanced (*Gr. 1-12 +*)
- Educated native speaker – Superior (*Gr. 1-16 +*)

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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)

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ACTFL Guidelines:

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

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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>

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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

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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

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Program Model: Assessment-Driven Planning

New High School Curriculum:

- Beginning – Transitional – Intermediate – Advanced
- Most continuing 9th 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 4th and 5th semester university courses

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Integrated Performance Assessment Elementary Grades: Community Workers

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Integrated Performance Assessment Middle School: Interests and Careers

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Thematic Performance Assessment

Senior High: Preparing for International Careers

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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>

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PK-20: Make it Seamless

- Competing Cooperating Programs

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Language Layering:

- Native Language
- Career Languages
- Languages for Global Connections

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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

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Language Layering: Proof of impact

Districts in Pennsylvania and Virginia:

- Students learn one language, K-5
- Option to continue that language or switch to another language, grade 6
- Students with K-5 language learning were much faster language learners in grade 6 - - even in a different language

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PK-20: Make it Seamless

Collaborative Development

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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)

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Ohio’s Collaborative Articulation and Assessment Project (CAAP)

- The Ohio State University
- Columbus State Community College
- Columbus Public Schools

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

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Ohio’s Collaborative Articulation and Assessment Project (CAAP)

Components of CAAP:

- Reciprocal visits
- Discussion of content and assessment, finding commonalities

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

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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>

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Program Model: Integrated Content

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

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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

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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 program two periods daily
- High School (9-12) – Immersion & 1-hour daily offerings

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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>

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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

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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 demonstrating proficiency
- Increase number and build capacity of teachers

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Guiding Principles / Lessons Learned

- Have a vision: focus on real communication
- Provide a rich and engaging context
- Build on students' proficiency (gather evidence via performance assessments)
- Take advantage of resources available
- "Grow" the program with students one grade level at a time
- Recruit, nurture, develop, retain staff



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When spider webs unite, they can tie up a lion.

Ethiopian proverb



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Thank you

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