

K-12 WORLD LANGUAGE

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WHAT WE NEED TO KNOW

Resources – i.e., funding, materials, time, facilities, quality teachers, training

- From where will the educators come?
- Resources to pay for offering a second world language
- Could all elementary teachers teach a world language? Do you utilize two separate language instructors?
- What level of financial commitment exists in the district/
- What other constraints exist in the district – time, curriculum, teacher availability and training?
- Where are we going to find the right program supervisor?

Implementation Timeline – i.e., plan for next several years, starting with kindergarten

- How much funding do we have?
- Is it important to offer K-12?

Program Models – i.e., differ by grade level, immersion, successful models to learn from

- What is being done elsewhere and what is working?
- What could the vision be?
 - immersion
 - bi-lingual school
 - target schools
 - different levels of education
- What happens to Heritage learners? (native speakers)
- Look at other schools/districts and other countries with K-12 world language – their documents, curriculum requirements
- How often is instruction provided, i.e. partial immersion, three days a week, etc.
- What do you do with students who already know the language being taught? (elementary)

Decision-Making – i.e., languages to be selected, schools to determine, community involvement process, awareness/education process extended and internal communities, graduation requirements, alternative, competencies

- Which languages to emphasize
 - and a process to determine (communicate this)
- If some currently taught languages should be phased out. If so, how?
 - which criteria should be used to prioritize language selection
 - ▲ % of people speaking in world
 - ▲ languages of trade
 - ▲ international diplomacy
- Early language education – mandatory? Choice? – scholarship
- What do “two years of a second language” mean? (Two years of seat time with a “c” or a certain level of proficiency?)
- Does every school have to offer the same thing?
- Can students switch schools in order to study the language they prefer?
- What are our priorities?
 - Breadth of language offerings?
 - Producing bilingual students?

- Are there alternative ways to fulfill the requirements? Also, does English “count” as a second language if one shows proficiency in her/his native language as well?
- Which language/languages do we offer? – Spanish, Mandarin, French – How do we decide?
- If schools offer different languages, what is role of family choice?
- How do high school students receive credit for their language competency?
- What is the charge of the task force vs. the community?
- How do we determine which languages will be taught?

Other

- How to keep the process relevant
- What will motivate kids to learn a second world language?