



World Language Advisory Group March 3, 2015, 4:00-5:30

MEETING MINUTES

Members Present: Stephanie Korn Diane Cooper-Schick Oriana LoCicero Dean Hagin
 Byron Gerard Anne Franzmann Sonya Morrison Larisa Shuvalova
 Sally Unger Mark Gardner Maria Rodriguez

Absent: *Ming Lin* *Kristi Dominguez* *Mariam Rashid* *Dana Ringler*
 Wendy Barrett *Analisa Ficklin* *Rob McElroy*

Today's Objectives:

- Teams that visited other schools last week will share out what they learned and observed about world language programs
- Work groups will share drafted recommendations from the previous meeting
- Team members will provide specific feedback on the drafts of the recommendations to consider for revisions.

Welcome, Review Norms, Agenda: Stephanie Korn

Stephanie reviewed the norms for collaboration and agenda.

Site Visit Share outs: Stephanie Korn

Three groups spent time visiting other districts to learn about their World Language programs last week. The groups shared what they observed and learned on the visits:

District/Schools visited	Programs Observed	Highlights and Insights
Madison Elementary, <i>Mount Vernon School District</i>	Elementary Dual Language Spanish	School runs the district dual language program like a magnet school for the district, and transportation is provided from other attendance areas. Parents apply to program and priority is given to Madison students first. The dual language track in the school has been so successful and popular that the school is transitioning to a full dual language school. The population of the program is two immersion (50/50) using the Gomez and Gomez Dual Language Enrichment Model .
Interlake High School Sherwood Forest and Lake Hills Elementary Schools Tillacum Middle School International Academy <i>Bellevue School District</i>	Dual Language at IB (International Baccalaureate) high school (Spanish), elementary Spanish dual language, and middle school Spanish dual	ELL (English Language Learners) and World Language are becoming overlapping work. Students in the high school IB program have been in dual language since K and are performing with the highest levels of proficiency. We observed their Spanish Literature class. Three Title I schools were intentionally selected to start dual Language Spanish programs as a way to close the achievement gap present with their ELL and Hispanic students. Closing the achievement gap was the driving factor in the move to immersion. A FLES model (Foreign Language in the Elementary School) makes

	language	sense if our driving factor is an opportunity/exposure for all kids. The schools are neighborhood schools and they are able to fill the two way immersion program with neighborhood students. They are running the program first to serve their ELL population and it is an achievement gap strategy first, providing dual language is about providing equity to their students, they feel it's a civil rights issue to provide the best practices and research based strategies to their students. The bilingual world language outcomes are secondary and a great outcome, but not as critical.
Denny International Middle School Chief Sealth International High School Confucius Institute Beacon Hill International Elementary School <i>Seattle School District</i>		Seattle has about 12 international schools in each area of the city that provides an elementary through high school pathway for students in those areas. The overarching goals of the international schools are to develop global competency, and world language is one component of that. The model for world language instruction is an immersion track from elementary through high school to build high levels of proficiency in two languages, with FLES as an option at MS and HS as well. Equity is a driver of the dual language program and it was initially implemented because it is the research based best strategy to meet the needs of ELL students.

Sharing the Drafted Recommendations: Stephanie Korn

Work groups formed during the last meeting and drafted some recommendations based on the advisory groups work so far. These groups shared out their drafts with the rest of the Advisory Group:

- Proficiency Levels
- Models/Methodology
- Heritage Speakers
- Travel Opportunities and Community Partnerships

As members of the Advisory Group listened and reviewed the drafts, they wrote feedback for each work group on:

- What I agree with in the draft
- What questions or wonders I have
- What doesn't match my understanding of the needs for our district

Gathering Input from Others: Stephanie Korn

- Stephanie shared that she and Rob are working with the Communications Department to get a survey out to families and staff with some basic questions for feedback about World Languages. The results of the survey will be available at the next meeting.

Next Meeting: March 31, 2015, 4:00-5:30