



World Language Advisory Group Meeting January 6, 2015, 4:00-6:30

MINUTES

Members Present: Stephanie Korn, Rob McElroy, Wendy Barrett, Diane Cooper-Schick, Kristi Dominguez, Analisa Ficklin, Anne Franzmann, Byron Gerard, Sonya Morrison, Larisa Shuvalova, Sally Unger, Dana Ringler, Oriana LoCicero, Mark Gardner, Ming Lin, Dean Hagin, Mariam Rashid, Maria Rodriguez, Charles Patterson

Today's Outcomes/targets:

- Broaden our understanding of current effective practices, methodologies, program models
- Answer some of the initial questions we generated at our first meeting
- Identify areas to looker deeper into and questions still left unanswered and break into work groups
- Identify next steps in work groups

1. Welcome, review our task, review our work from first meeting- Rob

- Rob welcomed the committee, reviewed the purpose of the committee, Dr. Baker's considerations posed to the group, and the questions that were raised from the first meeting for us to explore. He discussed the timeline set out for the group and acknowledged that we may need to adjust or extend our timeline so as to not compromise the integrity of our recommendations to meet the aggressive timeline originally planned.

2. Sharing of research:

- **Kristi Dominguez**- reviewed the early childhood World Language requirements for all day kindergarten funding. The requirement is that they have an experience, but it is loosely defined and each district is deciding how this happens for themselves.
- **Maria Rodriguez**- shared an overview of research she engaged in through a PowerPoint presentation (attached)
 - The Benefits of Second Language Study (<http://www.ncssf.org/papers/BenefitsSecondLanguageStudyNEA.pdf>) and Oregon's Language Roadmap for the 21st Century (<https://casls.uoregon.edu/pages/research/oregonroadmap.php>)
- **Stephanie Korn**- reviewed research from the Center for Applied Second Language Studies' "Ten Burning Questions" (<https://casls.uoregon.edu/pages/research/tenquestions.php>). The group

broke into 4 small groups to read four of the articles and share out what they learned that would be relevant to the Advisory Group:

Group #1: How many hours of instruction Do Students Need to Reach Intermediate-High Proficiency?

- 720 hours to build a relatively proficient student
- Only 14 % proficiency after 4 years in reading only/only 6% fluency speaking
- When you are planning your program: Think about the amount of time
- Higher result: Starting earlier- middle school or elementary school

Group #2: What factors are important for a K-8 Program?

- Total Time
- Intensity (Frequency and Consistency)
- Dramatic increase in proficiency in monthly (quarterly) vs. yearly (yearlong program)
- 720 hours instructions = only 51% reached benchmark three

Group #3: What proficiency Level Do High School Students Achieve?

- All students in early immersion had greater proficiency
- Only ½ students in traditional level reached that level of proficiency
- Speaking skill – less than 1/3
- The group wanted to look at similar data other models – outside of immersion

Group #4: Do Early Language Programs Improve High School Proficiency?

- Yes they do.
- Earlier the better
- Difference between Elem. & MS is minimal (no immersion model)
- Doesn't address culture aspect – just communication
- Results best writing /speaking not for reading
- Regardless of methodology earlier the better
- 70% at level 4 in HS

- **Stephanie Korn-** shared information learned from an interview Michele Aoki, former World Language Coordinator at OSPI (see attached PowerPoint):

Three Scenarios to consider:

Elementary FLES:

- Push over the last 30-50 years, not a lot of results - 30 minutes 2xs a week
- Can be done, need to think creatively to increase minutes of instructions
- Cheney, WA example, Elementary teachers supported by HSWL teachers

Dual Language Immersion:

- Most current model being currently initiated-cost effective, various state level initiatives pushing it forward

- Different models of dual language immersion for different populations: 50/50 vs. 80/20, 1:1 etc.
- District that have successful programs are Bellevue, Highline, Portland and Seattle has 10 international schools with 50/50

Backward Planning:

- Pushes the language experiences into MS first year 1 @ 6th grade, year 2 at 7th grade, year 3 @ 8th grade
- Kids start HS with higher levels of proficiency with more AP

The group discussed these scenarios and the considerations for Bellingham.

3. **Work Groups:** Rob reviewed initial areas for further research identified at the last meeting, discussion- are these the groups we still want to hone in on. The group selected areas of interest to break into small groups and research further and identify next steps.

Rob:

Work Groups:

International Travel Experiences: Byron Gerard, Ming, Sonja

Next Steps:

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Heritage Speakers: Sally Unger, Larissa, Ming, Oriana

Next Steps:

- *Define what are we talking about when we say Heritage Speakers?*
- *What are existing characteristics currently in BSD*
- *Explore data around proficiency*

Exemplary Models (Next steps could include developing the questions and what we want to learn from them): Wendy, Anne, Mark, Diane, Maria

Next Steps:

- *Holliston, Mass. School District: Small school District – awards for WL. Compare with what we have locally in Seattle, Bellevue.*
- Northshore School in Bothel – students are on a wait list to get into the program. How do we look into this to see how another public school is doing this.
- **Methodology** (include FLES and Dual Language): Analisa, Wendy, Kristi, Dana, Sonja Morrison

Methodology (include Dual Language Immersion): Wendy, Dana, Kristi, Sonja, Analisa

Next Steps:

- *We don't even know what questions to ask? I want to see other programs – help us to see what would make sense here*

Community Partnership: Dean, Mariam, Byron Gerard

Next Steps:

- *Look at what are existing opportunities in our community*
- *International Fair at WCC*
- *Learning coordinators at each of our universities –*
- *Partnership opportunity*
- *WWU – already tapped into this community and can be a great resource*

Closing: The next steps were identified at the closing of the meeting as:

- Identifying and arranging site visits to exemplary programs to learn more and report back to the group (Stephanie will help coordinate).
- Inviting experts or world language staff from other districts to come to us to speak (the group was invited to network and reach out to those they know).
- Work groups will continue to delve into their areas

Next Meeting: January 20, 2015