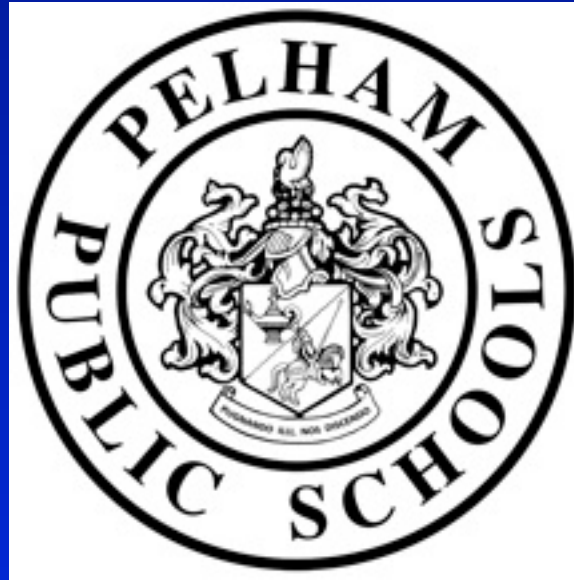


World Language Task Force Update



April 5, 2016

Dr. Steven Garcia & Mrs. Angela Calvelli, *Task Force Co-Chairs*

Mrs. Carla Tarazi, Mrs. Meryeme Gashi,

Mrs. Elizabeth Caparotta, Ms. Valerie Lakestream

Strategic Plan Charge

PILLAR 1:

Systemically integrate the principles and content of 21st Century learning into academic and co-curricular programs to prepare all students to meet current and future challenges

Action Step:

Determine viability of world language implementation at the elementary level (K-5)

Elementary World Language Task Force Members and Sub-committee Assignments

SURVEY ANALYSIS

Elizabeth Caparotta, PMHS teacher

Lela Schindler, parent

Julia Nakayama, parent

Shelli Friedberg, K-5 teacher

Judd Rothstein, PMHS AP

Valerie Lakestream, 6-12 teacher

SCHEDULING & BUDGET

Carla Tarazi, Hutchinson Principal

Evelyn Riedel, School Board Member

Janine Yorio, parent

Anna Brown, teacher & parent

Jenny Polsky, K-5 teacher

Jackie Soccodato, K-5 teacher

RESEARCH

Meryeme Gashi, ELL teacher

Anna Ross, parent

Dawn Bloise, parent

Jeannette Golkowski, K-5 teacher

Regla Guzman, PMHS teacher

Research Sub-Committee: Benefits of Early Language Acquisition

- Promotes unique insight into other cultures
- Builds cultural competency skills in a way that no other discipline is able to do
- The age of ten is a crucial time in the development of attitudes toward nations and groups perceived as ‘other’ according to the research of Piaget, Lambert and others
- Enhances children’s understanding of how language itself works and their ability to manipulate language in the service of thinking and problem solving (Cummins 1981)
- At age 10, children are in the process of moving from egocentricity to reciprocity and information received before age 10 is eagerly received (Curtain & Dahlberg 2004)
- Second language study benefits higher order, abstract and creative thinking
- Studies show that those who learn a second language are more creative and better at solving complex problems than those who do not (Bamford & Mizokawa, 1991), and show greater cognitive flexibility, better problem solving and higher order thinking skills (Hakuta 1986)

- Longitudinal studies by Harvard University confirm that learning additional languages increases critical thinking skills, creativity and flexibility of the mind in young children
- Not only does linguistic abilities develop, but cognitive abilities do as well
- Students outscore their non-foreign language-learning peers in verbal and math standardized tests
- Students who begin any language as early as possible and continue in a well-articulated sequence can learn a third or fourth language more easily
- The brain is open to new sounds and patterns (cognitive flexibility) and are better at mimicking and adopting near native-like pronunciation and intonation
- They have time to learn through play-like activities. Language lessons can be informal and children's minds are not yet cluttered with facts to be tested
- Children develop empathy for others and a curiosity for different cultures and ideas; prepared to take their place in a global society.
- Literacy skills that are being developed in the native language transfer to the learning of the new language

TELEGRAPH UK

<http://www.telegraph.co.uk/education/educationopinion/11151726/Children-should-start-learning-languages-at-age-three.html>

ACTFL - American Council on the Teaching of Foreign Language

<http://www.actfl.org/advocacy/discover-languages/for-parents/cognitive>

What is FLES?

- FLES is an acronym for *Foreign Language in the Elementary Schools* also referred to as *Foreign Language Early Start*
 - Sequential FLES vs. FLEX (exploratory) vs. Immersion
- The goal of the program is to create an atmosphere of an immersion experience which is the most effective way for students to acquire a second language
- Conducting classes in the target language (TL) allows students to attune their ears to the sounds of the language
- FLES is an introduction to a target language acquisition. It follows the natural sequence of language learning: understanding, speaking, reading, and writing
- Although the FLES program focuses less on teaching grammar, and more on the development of listening and speaking skills, it is important to note that grammar is not ignored, but is learned indirectly through instruction. It is meant to enhance cultural awareness, an attribute which will serve students all throughout their lives

What does FLES look like?

FLES addresses:

Multiple Learning Styles
Multiple Intelligences
ADHD/ADD Learning Needs
Skill Development Needs

It is applicable to:

All Grade Levels
All Content Areas

Celebrating
Diversity



Making
Global
Connections



Communicating

Building Skills

Reflecting

Interacting

Drawing & Coloring



Listening



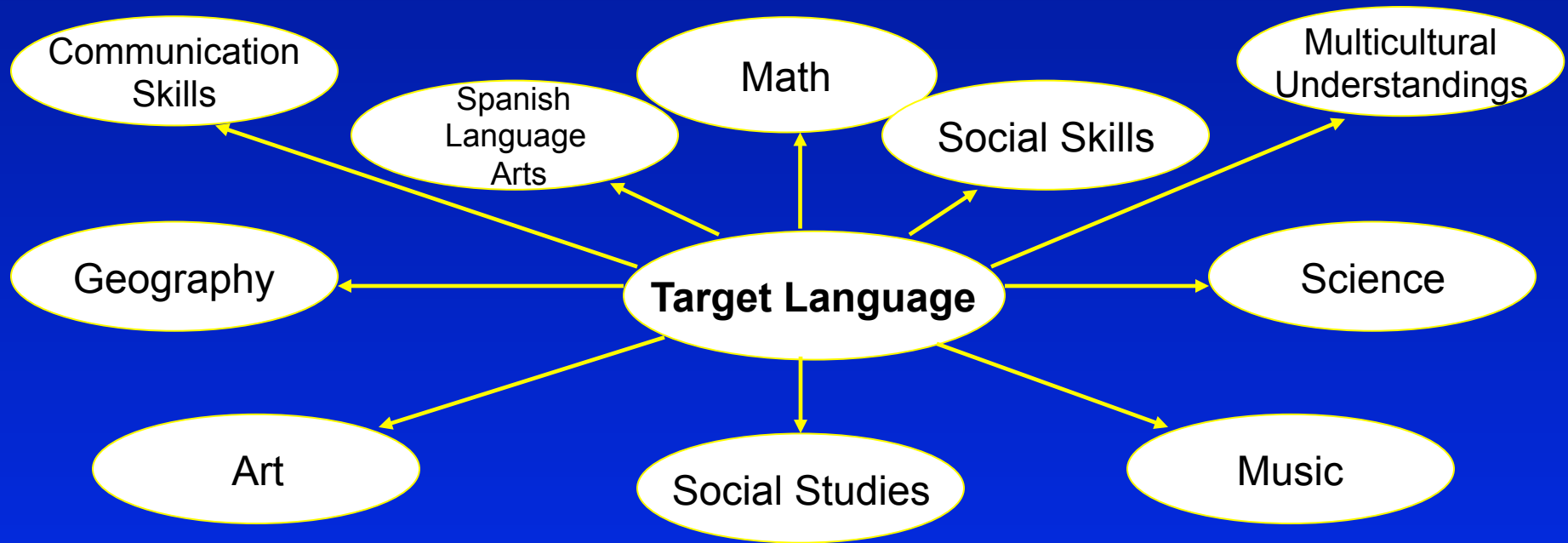
Recommended Literacy Models in FLES

- In first grade, students listen and speak in the target language, but are not asked to read or write during their first year of instruction
- In second grade, students are introduced to the written word for the first time and are asked to copy the vocabulary words in the target language
- In third grade, students not only copy words but also questions, phrases and sentences. They begin to do written cloze activities
- In fourth grade, students begin to create their own original sentences and combine vocabulary from different units/topics
- In fifth grade, students write multiple sentences on a variety of topics

Components of Model FLES Programs

- **Qualified teachers (FLES certified)**
- **Written curriculum (content related/coordinated)**
- **Age appropriate materials**
- **Student-centered classroom**
- **Interactive instruction**
- **Enough time on task**
- **Use of target language in class**
- **Communication, coordination and cooperation among FLES teacher, classroom teachers, administration and parents**
- **Inclusion of ALL students**
- **Diversification of instruction and materials**
- **Ongoing evaluation and improvement of program**

Content Coordination in FLES



Streamlining FLES Curriculum with the Grade Level's Curriculum

- **Alignment is organized so that the core content is first introduced by the general education teacher, and then introduced/reinforced by the FLES teacher in the TL**
- **FLES Instruction then helps to strengthen skills learned in other disciplines such as classifying, acute listening skills, geography skills, global awareness, etc.**
- **Thematic units in the FLES curriculum should complement the core curriculum**

Survey Analysis Sub-committee

Schools that responded	Type of Program	Language
Blind Brook	FLEX	Spanish
Elmsford USFD	FLES	Spanish
New Rochelle	FLES/Immersion	Spanish, Italian, Mandarin
Peekskill	Immersion	Spanish
Rye City	FLES	Spanish
Scarsdale	FLES	Spanish
White Plains	FLES/ Dual Language	Spanish
Hastings -on -Hudson	FLES	Spanish
Greenburgh	FLES (modified)	Spanish
Ossining	FLES/Dual Language	Spanish
Dobbs Ferry (IB)	FLES	Spanish

Common Challenges

- **Space**
- **Staffing**
- **Curriculum development**
- **Program as an academic subject (legitimacy)**
- **Schedule**
- **School culture**

FLES Guest Speakers

- **Marissa Coulehan, FLES Teacher Leader - formerly Harrison School District, currently North Shore School District in Long Island**
- **Rye City School District representatives**
 - **Angela Garcia, Osborn School (K-5) Principal**
 - **Reina McGolddrick, FLES teacher**
 - **Lauren Gobbo, FLES teacher**
 - **Vanessa Franco, FLES teacher**

Harrison Model

- **Format:**
 - **K-4 - Spanish Only**
 - **5th Grade - ALL 5th graders had a half year of Spanish and a half year of Italian**
- **Instructional Time:**
 - **Grades K-3: Spanish 10 minutes every other day**
 - **Grade 4: Spanish 20 minutes every other day**
 - **Grade 5: Spanish 20 minutes every day for 1st half year and Italian 20 minutes every day for 2nd half year – original 40 minutes every-other-day plan was not as effective for scheduling**
- **4 full-time Spanish teachers and 1 full-time Italian teacher across 4 elementary schools for 1700 students**
- **FLES included on the report card: behavior/attitude, class participation, and linguistic development**
- **No English spoken in class and no Homework**

North Shore, L.I. Model

- **K-2 Mandarin - 30 minutes 2 days out of the 6 day cycle**
- **Grade 3 choice to continue with Mandarin or switch to Spanish - 30 minutes 2 days out of the 6 day cycle**
- **2.5 Mandarin Teachers & 2.5 Spanish Teachers across 3 elementary schools for 1150 students**
- **ACTFL standards-based report cards: Engages in conversations, expresses feelings and exchanges ideas in target language; Understands written and/or spoken target language; Writes and/or speaks in target language; Understands the concept of culture by comparing target culture with his/her own**
- **No English Spoken and no homework**

Rye Model

- **Rye started their FLES program both in 1st & 5th grades**
- **Only 1 language - Spanish**
- **4.5 FLES teachers**
- **Each FLES teacher teaches 300 students**
- **Scheduling**
 - **Grades 1 & 2: 20 minutes 3 times/week**
 - **Grades 3 – 5: 30 minutes 3 times/week**
- **Push in model; no dedicated FL classrooms as primary teacher remains in the classroom (not a prep period)**
- **FLES included in report card**
- **No English is spoken and no homework**

Budget and Scheduling Sub-Committee

Financial Considerations:

- 2.0 FTE FLES teachers shared across 4 elementary schools - salary & benefits estimated at $\$117,276 \times 2 = \$234,552$
- Materials and teaching resources
- Professional development and planning

Logistical Considerations:

- Instructional time / frequency in cycle
- Grade levels
- Impact on school scheduling
- Impact on instructional program

Best Practices in FLES

- **A FLES consultant recommended to help planning year 1**
- **Common communication / planning time is paramount to the success of the program**
- **Highly Qualified teachers must be hired as FL tenure track**
- **Push in model**
- **Dedicated teacher per building**
- **FLES progress/grades on report card**
- **No English should be spoken in class**

Recommendations & Next Steps

1. **Reauthorize World Language Task Force in 2016-17 to continue study**
 - Include participation of ALL K-5 principals
 - Site visits to FLES programs in county
 - Focus on budget and scheduling issues
2. **Report to School Board in December 2016 to make final recommendation for 2017-18 budget cycle**
3. **Consider implications of initial recommendation for 2.0 FLES *Spanish* teachers across 4 elementary schools in 2017-18**