

**WORLD LANGUAGES PROGRAM
SIX-YEAR INSTRUCTIONAL PLAN
June 9, 2008**

ABSTRACT

The World Languages Program prepares students linguistically and culturally to live and work harmoniously in multilingual communities at home and around the world. The six-year plan ensures that more students will have an opportunity to learn a second language and culture.

Learning a language takes time, and the earlier students begin language study, the better. The six-year plan includes more elementary and middle school language options for all students. As more students begin language study earlier, there will be a consistent increase in the number of students in advanced level high school courses. Students will continue their study uninterrupted in either K-12 or 7-12 extended sequences. Building a broader base of language learners in the earlier years throughout the district via elementary and middle school programs widens the range of students, including more students from underrepresented groups.

The world languages framework and state and local standards are the infrastructure for the six-year plan and support “proficiency-based” instruction and assessment. Teachers will be trained to measure student performance and degree of proficiency for oral and written skills with defined program benchmarks. Instructional support will model the “best practices” for the communicative classroom.

Ultimately, the six-year plan for world languages strengthens the partnerships between district and community. More opportunities for students to engage in meaningful interactions with native speakers from the local and global communities are a positive extension of the classroom experience.

World Languages Six-Year Instructional Plan FY07 to FY12

Year 1 FY 2006 - 2007	Year 2 FY 2007- 2008	Year 3 FY 2008 - 2009	Year 4 FY 2009 - 2010	Year 5 FY 2010 – 2011	Year 6 FY 2011 - 2012
<p>Goal 1:</p> <ul style="list-style-type: none"> ▪ Increase achievement of all students ▪ Reduce achievement gap 					
<p>More students will benefit from a long extended uninterrupted sequence of second language study and transition into advanced level high school courses.</p>	<p>→</p>	<p>→</p>	<p>→</p>	<p>→</p>	<p>→</p>
<p>Early start! Increase opportunities for ASD students to begin second language study in the elementary and middle schools and continue to the high school advanced levels III, IV, V, and AP.</p> <p>Expand elementary Russian immersion program into the middle and high schools.</p> <p>Begin a Chinese FLES program.</p>	<p>→</p> <p><i>Establish World Languages Incentive Credit for Level II students.</i></p> <p>Number of Level II sections increases each year.</p> <p><i>Add Russian Immersion for Grade Four.</i></p> <p><u>Identify elementary school and recruit Chinese FLES teacher. Research/apply for potential grant funding. (Completed)</u></p>	<p>→</p> <p>→</p> <p>↑ # Level II sections over previous year</p> <p><i>Add more sections of 1A and 1B courses at the middle school level.</i></p> <p><i>Add Russian Immersion for Grade Five.</i></p> <p>Identify elementary school and recruit Chinese FLES teacher. Research/apply for potential grant funding.</p> <p><u>Chinese FLES program implementation.</u></p>	<p>→</p> <p>→</p> <p>↑ # Level II sections over previous year</p> <p>→</p> <p><i>Add Russian Immersion for Grade Six.</i></p> <p>Chinese FLES program implementation.</p> <p>→</p>	<p>→</p> <p>→</p> <p>↑ # Level II sections over previous year</p> <p>→</p> <p><i>Add Russian Immersion for Grade Seven.</i></p> <p>→</p>	<p>→</p> <p>→</p> <p>↑ # Level II sections over previous year</p> <p>→</p> <p><i>Add Russian Immersion for Grade Eight.</i></p> <p>→</p>

World Languages Six-Year Instructional Plan FY07 to FY12

Year 1 FY 2006 - 2007	Year 2 FY 2007- 2008	Year 3 FY 2008 - 2009	Year 4 FY 2009 - 2010	Year 5 FY 2010 – 2011	Year 6 FY 2011 - 2012
<p>More students enroll in advanced World Languages courses each year.</p> <p><i>By high school attendance area, for each language offered, create 7-12 language-specific extended sequences, e.g., German 1A, 1B, I, II, III, IV, and AP.</i></p>	<p><i>ASD staff travel to China with Hanban-Educational Tour to gather program resources/information. (Complete)</i></p> <p><i>Pilot AP Japanese.</i></p> <p>Baseline data of students who advance to Levels III, IV, V, and AP.</p> <p>Baseline data of # of 7-12 language-specific sequences by high school attendance area.</p>	<p><i>Begin Chinese Middle - High School program.</i></p> <p><i>Recruit and identify middle-high school Chinese teacher.</i></p> <p><u>Begin Japanese and Spanish FLES programs at elementary immersion schools to replicate Turnagain school-wide Russian learning model.</u></p> <p><i>Recruit elementary Japanese and Spanish FLES teachers.</i></p> <p><i>Develop AP Japanese Language course curriculum guide.</i></p> <p>↑ 7% students in advanced courses</p> <p>↑ Increase # of 7-12 language-specific extended sequences.</p>	<p><u>Chinese middle school course(s) implementation.</u></p> <p><u>Japanese and Spanish FLES program implementation.</u></p> <p>↑ 7% students in advanced courses</p> <p>↑ Increase # of 7-12 language-specific extended sequences.</p>	<p><u>Chinese high school course(s) implementation.</u></p> <p style="text-align: center;">→</p> <p><i>Pilot AP French Literature. (College Board is eliminating this Exam.)</i></p> <p>↑ 7% students in advanced courses</p> <p>↑ Increase # of 7-12 language-specific extended sequences.</p>	<p><u>Chinese K-12 Program in one attendance area.</u></p> <p style="text-align: center;">→</p> <p><i>Develop AP French Literature course curriculum guide.</i></p> <p>↑ 7% students in advanced courses</p> <p>↑ Increase # of 7-12 language-specific extended sequences.</p> <p>Every high school attendance area has a 7-12 extended sequence in French, German, and Spanish.</p>

World Languages Six-Year Instructional Plan FY07 to FY12

Year 1 FY 2006 - 2007	Year 2 FY 2007- 2008	Year 3 FY 2008 - 2009	Year 4 FY 2009 - 2010	Year 5 FY 2010 – 2011	Year 6 FY 2011 - 2012
		<p><u>AP/Vertical teaming credit courses for French, German, and Spanish.</u></p>	<p><i>AP/Vertical teaming training to support new 7-12 extended sequences.</i></p>	<p>—————→</p>	<p>—————→</p>
<p>Course curriculum guides incorporate culture content standards and progress indicators.</p>	<p>—————→</p> <p><i>Program teachers are active participants in process to design curriculum that integrates culturally responsive practices.</i></p>	<p>—————→</p> <p><i>Program teachers are active participants in process to design curriculum that integrates culturally responsive practices.</i></p> <p>Revision of World Languages curriculum guides to incorporate Culture content standards.</p>	<p>—————→</p> <p>Design and develop performance K-12 standards for Culture.</p>	<p>—————→</p> <p><i>World Languages teachers learn models for assessing Culture performance standards.</i></p>	<p>—————→</p> <p><i>ASD students of World Languages are assessed for Culture performance standards.</i></p>
<p>K-12 articulated oral written proficiency performance standards and assessments are established and aligned across the World Languages Curriculum.</p>	<p>—————→</p> <p><i>Establish computerized assessment for student oral and written second language proficiency.</i></p> <p><i>Pilot a computerized assessment program to measure students' oral proficiency levels at benchmark years as WL formative assessment.</i></p>	<p>—————→</p> <p>↑ Increase # of students who are assessed orally using computerized assessment program</p> <p><i>Pilot a computerized assessment program to measure students' oral proficiency levels at benchmark years as WL formative assessment.</i></p>	<p>—————→</p> <p>↑ Increase # of students who are assessed orally using computerized assessment program.</p> <p><i>K-12 World Languages teachers learn models for second language writing assessment.</i></p>	<p>—————→</p> <p>↑ Increase # of students who are assessed orally using computerized assessment program</p> <p>Develop and complete K-12 articulated performance standards for writing proficiency.</p>	<p>—————→</p> <p>↑ Increase # of students who are assessed orally using computerized assessment program</p> <p><i>Pilot computerized assessment for L2 writing proficiency.</i></p>

World Languages Six-Year Instructional Plan FY07 to FY12

Year 1 FY 2006 - 2007	Year 2 FY 2007- 2008	Year 3 FY 2008 - 2009	Year 4 FY 2009 - 2010	Year 5 FY 2010 – 2011	Year 6 FY 2011 - 2012
<p>Goal 2: Supportive and Effective Learning Environment</p>					
<p>World Languages Program Teacher Observation Matrix is in place district-wide, all languages, all levels, to ensure best practices for second language instruction.</p>	<p style="text-align: center;">→</p> <p><i>Design and implement use of ASD Teacher Observation Matrix for Best Practices in World Languages Communicative Classroom that integrates cooperative learning structures.</i></p> <p><i>Provide training for implementation of Best Practices Observation Matrix: Cooperative learning training for second language instruction. (Completed)</i></p>	<p><i>Design and implement use of ASD Teacher Observation Matrix for Best Practices in World Languages Communicative Classroom that integrates cooperative learning structures.</i></p> <p><i>Two pilot schools and principals implement Observation Matrix for Best Practices.</i></p> <p><i>Provide training for implementation of Best Practices Observation Matrix: Cooperative learning training for second language instruction.</i></p>	<p><i>Revise Matrix and add additional three schools using Observation Matrix for Best Practices.</i></p> <p><i>Provide training for implementation of Best Practices Observation Matrix: Integrating formative oral language assessment.</i></p>	<p><i>Revise Matrix and add additional three schools using Observation Matrix for Best Practices.</i></p> <p><i>Provide training for implementation of Best Practices Observation Matrix: Integrating formative written language assessment.</i></p>	<p>Teacher Observation Matrix in use for improvement of second language instruction district-wide, all languages, all levels.</p> <p><i>Provide training for implementation of Best Practices Observation Matrix: Integrating cultural standards.</i></p>
<p>Goal 3: Public Accountability</p>					
<p>ASD World Languages and post-secondary institutions increase the pool of highly qualified and licensed second language teachers.</p>	<p style="text-align: center;">→</p>	<p style="text-align: center;">→</p>	<p style="text-align: center;">→</p>	<p style="text-align: center;">→</p>	<p style="text-align: center;">→</p>

June 9, 2008

World Languages Six-Year Instructional Plan FY07 to FY12

Year 1 FY 2006 - 2007	Year 2 FY 2007- 2008	Year 3 FY 2008 - 2009	Year 4 FY 2009 - 2010	Year 5 FY 2010 – 2011	Year 6 FY 2011 - 2012
<p>Maintain existing and increase partnerships with post-secondary institutions to fill the critical need for certificated advanced level second language teachers.</p>	<p>Add new cadre of UAA MAT secondary World Languages teachers to ASD Program.</p> <p><u>Design MAT elementary immersion teacher program.</u></p>	<p>—————></p> <p><u>Pilot MAT elementary immersion teacher program.</u></p>	<p>—————></p> <p><u>Design MAT elementary immersion teacher program.</u></p> <p><u>Revise and improve MAT elementary immersion teacher program.</u></p>	<p>—————></p> <p><u>Pilot MAT elementary immersion teacher program.</u></p> <p>Establish MAT elementary immersion teacher program.</p>	<p>—————></p> <p><u>Revise and improve MAT elementary immersion teacher program.</u></p>
<p>Establish and maintain opportunities for students to use the target language both with and beyond the school setting.</p> <p>Expand linkages with community in language and culture learning.</p>	<p>—————></p> <p><u>Spanish immersion high school staffs learn various “service-learning” models to infuse interaction between students and native speakers in the community, e.g., Japanese Adopt-A-Student Program.</u> (Reworded)</p>	<p>—————></p> <p><u>Pilot community-based “service learning” model at Chugiak or West High School Spanish immersion program.</u></p>	<p>—————></p> <p><u>Pilot community-based “service learning” model at Chugiak or West High School Spanish immersion program.</u></p>	<p>—————></p> <p>Community-based learning “service learning” model in place at all language immersion sites.</p> <p><u>Communicate community-based learning model to elementary/middle schools.</u></p>	<p>—————></p>
<p>Northern Forum establishes new partnership with Russian Immersion schools at Turnagain Elementary, Romig Middle School, and West High School.</p>	<p>Addition of business partnerships every year with local community/businesses that support language and culture learning opportunities.</p>	<p>—————></p>	<p>—————></p>	<p>—————></p>	<p>—————></p>
<p>World Languages Program information is disseminated to and accessed by local and global communities.</p> <p>Update and maintain program website to incorporate teacher and student resources.</p> <p>Create and continue to nurture partnerships with other language programs in French, German, Latin, Japanese, Russian and Spanish.</p>	<p>—————></p> <p>—————></p> <p>—————></p>	<p>—————></p> <p>—————></p> <p>—————></p>	<p>—————></p> <p>—————></p> <p>—————></p>	<p>—————></p> <p>—————></p> <p>—————></p>	<p>—————></p> <p>—————></p> <p>—————></p>

June 9, 2008

World Languages Six-Year Instructional Plan FY07 to FY12

Year 1 FY 2006 - 2007	Year 2 FY 2007- 2008	Year 3 FY 2008 - 2009	Year 4 FY 2009 - 2010	Year 5 FY 2010 – 2011	Year 6 FY 2011 - 2012
	<i>Enact curriculum and staff exchanges with Moscow International school.</i>	→	→	→	→
<i>Maintain national and global professional networks and sources for research in language acquisition.</i>	→	→	→	→	→