

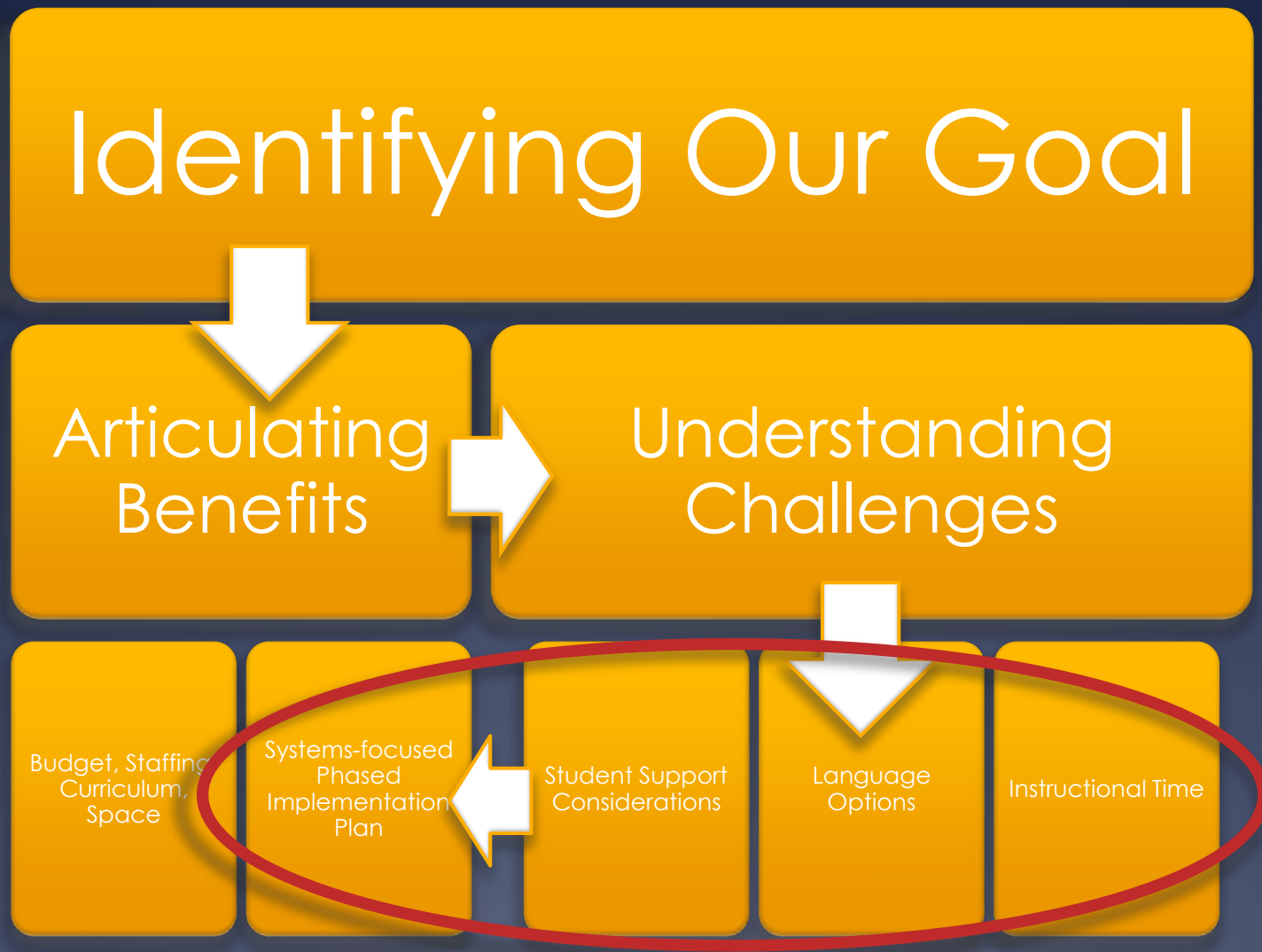
# Elementary World Language

School Committee Roundtable  
December 6, 2016

# Tonight's Learning Targets

- \* To understand our goal in implementing an elementary world language program*
- \* To use that understanding to analyze the proposed plan and provide feedback*

# The Road to Our Proposed Plan



# Gaining Multiple Perspectives

- \* CPS
  - \* All JK-12 principals/heads of school
  - \* All JK-12 curriculum coordinators
  - \* Some families
  - \* School Committee
- \* Other Massachusetts Districts
  - \* Elementary principals
  - \* World Language coordinators
  - \* Some families
- \* National Experts
  - \* American Council for Teaching Foreign Language
  - \* Center for Applied Linguistics
  - \* Utah Dual Language Immersion

# Identifying Our Goal

- \* **What do we want students to know and be able to do in a world language when they complete 5<sup>th</sup> grade?**

*Exposure to learning a world language and its culture to set the foundation for more intensive language study in upper school*



# Articulating Benefits

- \* Beginning world language learning earlier than middle school can increase overall language proficiency
- \* Contributes to cultural competence in a global world, including understanding heritage languages/cultures
- \* Demonstrated cognitive benefits and development of academic skills, including performance on SAT verbal
- \* Early bilingualism/biliteracy strengthens executive function by activating receptive & productive functions
- \* Sets the foundation for later second language development

# Understanding Challenges

- \* Reallocating instructional time with 6-hour school day
  - \* Selecting which world language
  - \* Planning for student support
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- \* Making sense of multiple perspectives
- \* Creating a systems-focused phased implementation
- \* Meeting needs of different student populations
- \* Identifying instructional space
- \* Preparing for varying proficiency levels entering Upper



# Reallocating Instructional

	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
8:10-8:30	Morning Work	Morning Work	Morning Work	Morning Work	Morning Work
8:30-9:00	Morning Meeting & Word Study	Morning Meeting & Word Study	WIN	Morning Meeting & Word Study	WIN
9:00 - 10:00	Math	Math	Math	Math	Math
10:00 - 11:00	Literacy Block	10 - 10:45 Literacy	Literacy Block	10 - 10:45 Literacy	10 - 10:45 Art
11:00 - 11:45	Literacy Block	10:45 - 11:30 Music 11:30 - 11:45: Literacy	Literacy Block	10:45 - 11:30 PE 11:30 - 11:45 Literacy	10:45 - 11:45 Literacy
11:45-12:35	Work Study & Lunch/Recess	Work Study & Lunch/Recess	Work Study & Lunch/Recess	Work Study & Lunch/Recess	Work Study & Lunch/Recess
12:40-1:25	PE	12:40 - 1:10 Literacy	12:45 - 1:30 Social Studies E6	12:40-1:20 Literacy	12:40-1:25 Social Studies E8
1:25-2:10	Art	1:10 - 2:10 Social Studies E6	1:30 - 2:15 Social Studies E8	1:30 - 2:15 Library Tech	1:30-2:10 Literacy
2:10-2:20	Pack Up	Pack Up	Pack Up	Pack Up	Pack Up
2:20-2:25	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

\*Please note that P.E. Swimming classes will be Wednesday's from 10-11:30 for 8 weeks starting 9/7/14

\*\*Literacy Block includes Reading Workshop and Writing Workshop

Sample



# Other Massachusetts Districts

School District	Length of School Day	Weekly Minutes Allocated for Language Learning	Elementary Grades
Bedford	6 hrs 15 mins	3 x 25 mins	3 <sup>rd</sup> – 5 <sup>th</sup>
Brookline	6 hrs 30 mins	3 x 20-30 mins	K – 5 <sup>th</sup>
Lincoln	6 hrs 50 mins	3 x 20-40 mins	3 <sup>rd</sup> – 8 <sup>th</sup>
Medfield	6 hrs 15 mins	2 x 30 mins (during intervention block)	2 <sup>nd</sup> – 5 <sup>th</sup>
Needham	6 hrs 25 mins	1-2 x 40 mins	1 <sup>st</sup> – 5 <sup>th</sup>
Sharon	6 hrs 15 mins	3 x 20 mins (during ELA period)	1 <sup>st</sup> +
Sudbury	6 hrs 30 mins	1 x 35 mins	1 <sup>st</sup> – 5 <sup>th</sup>
Wellesley	6 hrs 35 mins	3 x 25 mins	1 <sup>st</sup> +
Weston	6 hrs 10 mins	2 x 30 mins	1 <sup>st</sup> – 6 <sup>th</sup>



# Other MA Districts

School District	Length of School Day	Weekly Minutes Allocated for Language Learning	Elementary Grades
Bedford	6 hrs 15 mins	3 x 25 mins	3 <sup>rd</sup> – 5 <sup>th</sup>

Began more than 15 years ago (with 6-hour school day)

Extended school day by 15 minutes 3 years ago because “everything was too tight/crunched”

Language taught in separate WL classroom (2 more transitions for students)

Timing: What is best for language learning vs. what is best for student & teacher experience

5 Other 45 min. Specials per Week: Art, Library, Music & Phys. Ed (x2)



# Other MA Districts

School District	Length of School Day	Weekly Minutes Allocated for Language Learning	Elementary Grades
Wellesley	6 hrs 35 mins	3 x 25 mins	K – 2 <sup>nd</sup> +

Began as a pilot (2 sch), expanded to all elementary; K-2 → will grow to K-5

Same total minutes/week because of regular early release (approx 1800):

Wellesley Spends More Time	Same Amount of Time	Wellesley Spends Less Time
Math (+50 mins) Art (+25 mins) Music (+15 mins)  Spanish (+75 mins)	ELA/Literacy  <b>OR</b>	Science/Social Studies (alt) Morning Meeting (not daily) Music-Kodaly (-60 mins) PE/Health (-30-45 mins)

# Language Selection

Factors to Consider:

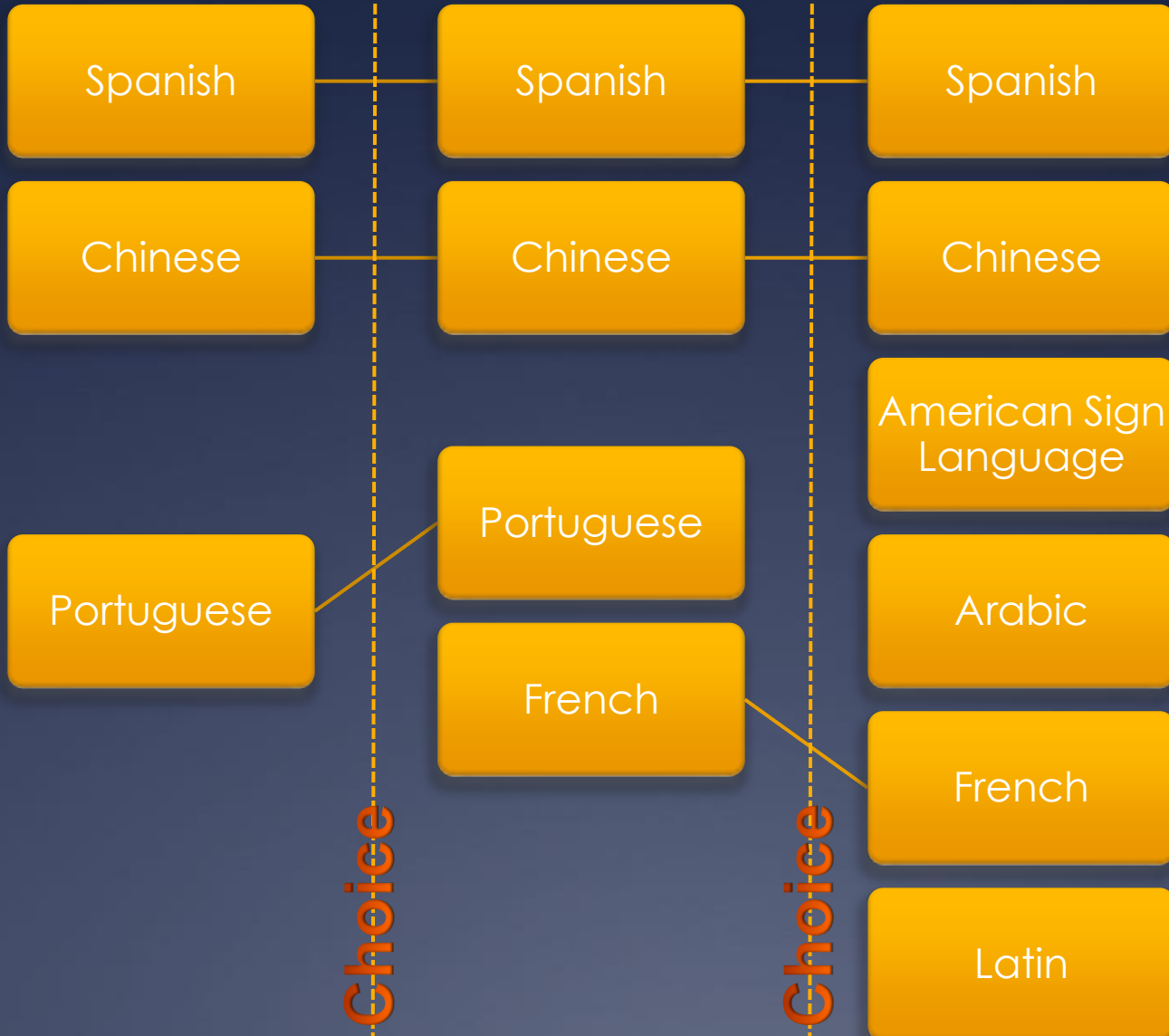
- \* difficulty of language
- \* impact (+/-) on English language development
- \* prevalence/relevance to Cambridge/MA/world
- \* vertical articulation through upper and high schools
- \* availability of high quality educators

# Language Pathways

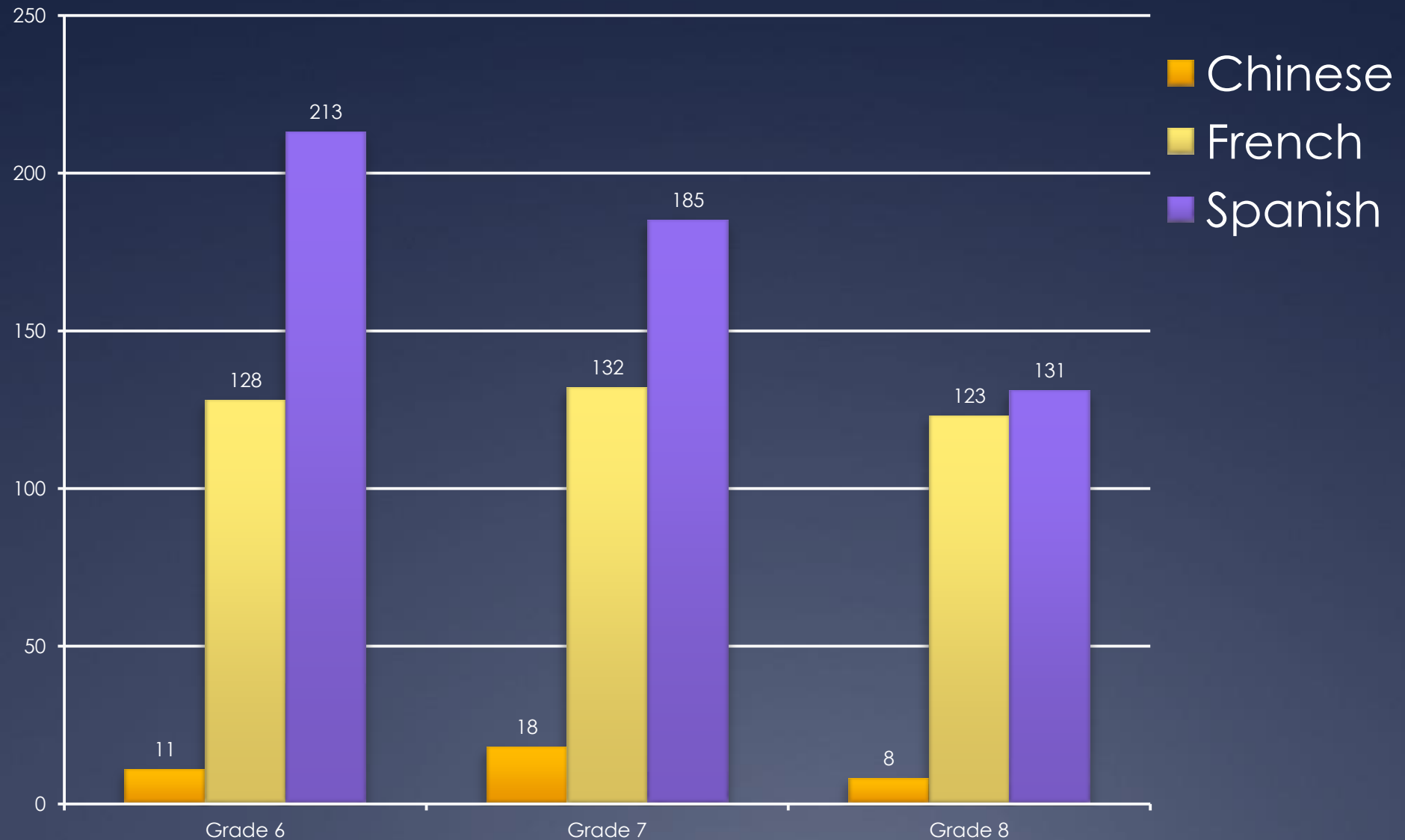
## Elementary

## Middle

## High



# Current Upper School Language Course Enrollment

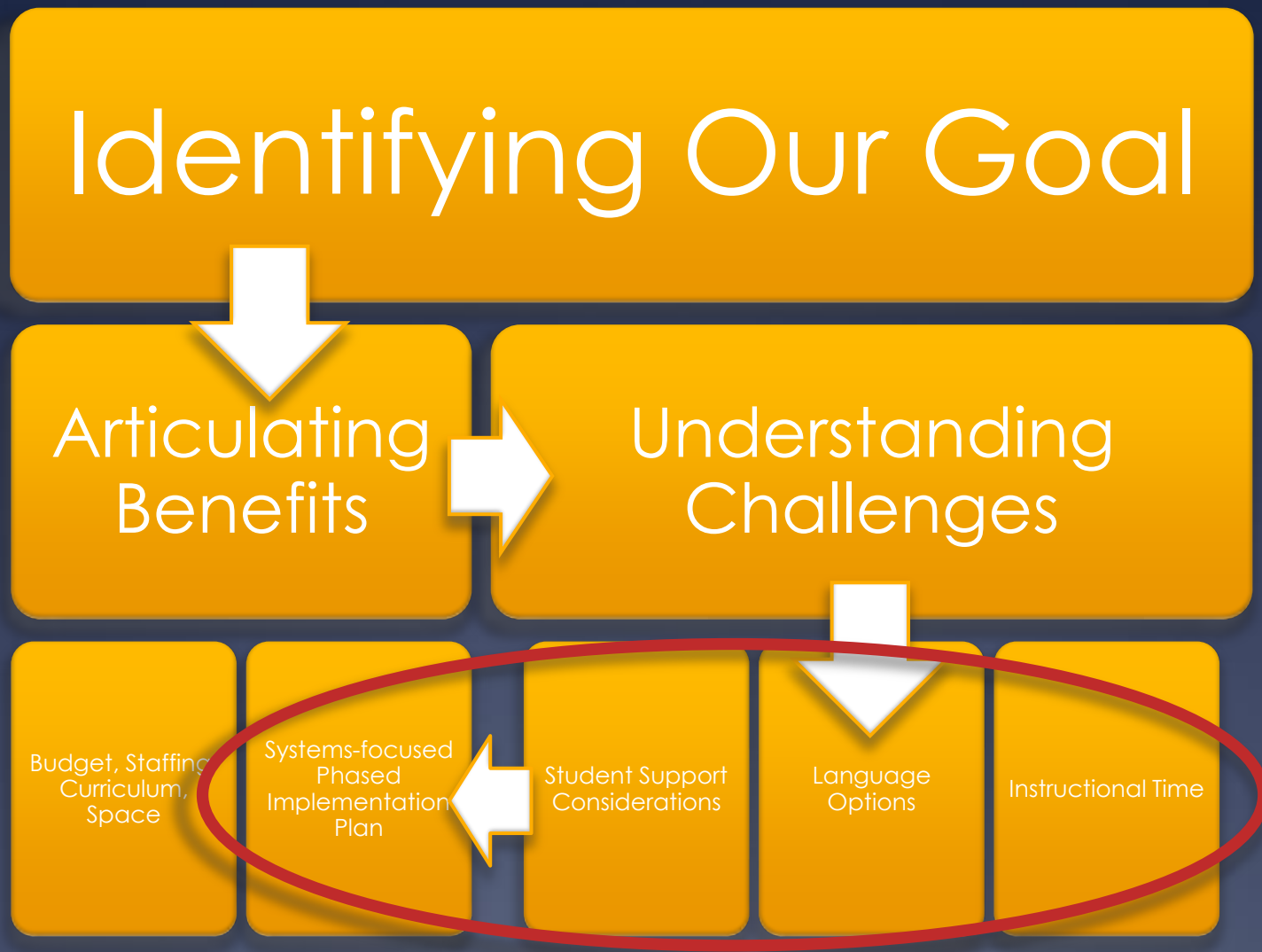


# Student Support Considerations

- \* All students' academic and social-emotional learning
  - \* Continuity and impact on social-emotional learning
  - \* Differences between full-time and part-time staff
  - \* Managing # of transitions in school day
- \* Students in Sheltered English and who are English Language Learners
  - \* English Language Development courses



# The Road to Our Proposed Plan



# Proposed Program

- \* Begin with one elementary grade – 4<sup>th</sup> grade
- \* 1 world language selected for all schools
- \* Consider possible instructional time approaches

2 x 45 minutes	3 x 30 mins
Longer gaps between instruction	Shorter, more frequent instruction
Fewer transitions for students	More transitions for students

# Proposed Implementation Timeline

**2017-18**

Grade 4

**2018-19**

Grade 4  
Grade 5

**2019-20\***

Grade 3  
Grade 4  
Grade 5

\* Impact on Upper School World Language program, beginning with Grade 6

# Next Steps: Engagement

- \* Engage School Committee about identified challenges and ways to overcome them; follow-up with additional info
- \* Engage teachers with principals in discussion about phased-in world language:
  - \* program details
  - \* support for students
  - \* support for program throughout school
- \* Engage families in understanding world language program planning

# Next Steps: Development

- \* Develop curriculum model
- \* Develop instructional approach
- \* Recruit and hire staff
- \* Create instructional schedule
- \* Develop instructional space plan for each school
- \* Determining budgetary implications

# Next Steps Timeline



# Tonight's Learning Targets

- \* To understand our goal in implementing an elementary world language program*
- \* To use that understanding to analyze the proposed plan and provide feedback*



# Discussion Questions

How do we ensure close alignment between our educational goal and our implementation plan?

What trade-offs are we willing to make to add world language to our existing elementary program?

Thank you

