

2020 VISION: “*Changing the Face of Education in Fayette County*”

WORK GROUP: *World Languages*

FINAL REPORT

Leadership Team

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Number of Specific Recommendations: 4

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Group Recommendation Number 1: Start Early and Continue Through Grade 12

Specific Recommendation:

Fayette County Public Schools (FCPS) provides World Language instruction for every child beginning in Kindergarten and continuing through grade 12.

1. All students should receive at least 30 minutes to one hour of direct World Language instruction (not video-based) each day beginning in Kindergarten. Beginning no later than the fourth grade, students receive one hour of proficiency-oriented World Language instruction per day that develops communicative competence in the target language.
2. All students build upon early instruction and continue developing World Language competency in one or more languages throughout their education (K-12).
3. English Language Learners receive instruction in their native language whenever possible by programs that develop their English Language skills in addition to supporting their native language.

Research Rationale for how this change will help kids:

- The most recent research comparing the achievement of foreign language students and non-foreign language students in all subject areas shows that “foreign language students **significantly** outperformed their non-foreign language counterparts on every subtest of the LEAP 21 test and were more successful passing this test. Moreover, foreign language students significantly outperformed their non-foreign language peers on the language portion of the fifth-grade ITBS” (Taylor-Ward, 2003). The primary data used for this study was from LEAP 21 tests taken in the fourth and fifth grades.
- Children who are exposed to world languages at a young age develop stronger problem-solving skills, perform better in their native language, make gains in academic achievement and are more likely to have a positive attitude toward diversity (Rosenbusch, 1995).
- Second-language learners develop a clearer understanding of the English language with greater sensitivity to structure, syntax and vocabulary. According to research, the loss of English instructional time in favor of second-language learning has *never* shown to have negative effects on English language development. Language skills have an interdependence that allows skills to transfer from one language to another. Genesee & Stanley (2001) report a high correlation between first language and second language reading skills and thus conclude that proficiency is most likely transferred from one language to another.
- Learning a second language helps the student attain immediate and noticeable benefits in other disciplines such as mathematics. According to Turnbull et al (2000) and de Courcy & Burston (2000), students taught mathematics in French immersion programs outperformed their monolingual counterparts when assessed on their mathematics achievement in English.
- According to Hart & Lapkin (2000) and Reeder et al (1999), students enrolled full-time in second language immersion programs performed at comparable levels in English literacy and mathematics in grade 3. By grade 6, immersion students clearly outperformed the regular English-only students in all academic areas. In the area of critical thinking and problem solving, second-language learners had a clear advantage over their monolingual peers.
- Other benefits:
 - Higher SAT and ACT scores
 - A greater awareness and sensitivity toward other cultures
 - Enhanced career opportunities at home and abroad in such fields as agriculture, import/export, customer service, education, government services, manufacturing, law enforcement and medicine

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Implementation Steps for Recommendation # 1	Person Responsible for Completing Steps	Possible Resources?	Start Date	End Date
<p>Designate one discretionary position at each school as a World Language position.</p> <p>Currently each school receives discretionary positions for teaching Art, Humanities and Health.</p>	<p>IAKSS Budget and Staffing office</p>	<p>Current staffing allocation</p>	<p>Jan. 06</p>	<p>Mar. 06</p>
<p>Recruit/ Identify potential World Language teachers within school system and/or surrounding community.</p>	<p>Director of human resources in collaboration with local universities and Kentucky Department of Education (KDE)</p>	<p>Local universities provide list of World Language graduates to FCPS.</p> <p>KDE visiting teacher program</p>	<p>Jan. 06</p>	<p>None</p>
<p>School Site-Based Council Representatives consult with teachers, administrators and community members to determine possible languages to offer in their schools.</p>	<p>Individual SBDM councils</p>	<p>Survey developed by World Languages Committee</p>	<p>Jan. 06</p>	<p>March 06</p>
<p>Develop elementary World Language curriculum.</p>	<p>IAKSS</p>	<p>Current World Language teachers, content specialist, and community experts</p>	<p>June 06</p>	<p>June 06</p>

<p>Each elementary school interviews/ hires candidates for World Language positions.</p>	<p>Elementary school principals in consultation with SBDM Councils and IAKSS Content Specialist for World Languages</p>	<p>Local universities provide list of World Language graduates to FCPS.</p>	<p>April 06</p>	<p>None</p>
<p>Eliminate or modify block scheduling at the middle and high school levels to allow daily world language instruction.</p>	<p>IAKSS and school SBDM councils</p>		<p>August 06</p>	<p>None</p>

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Group Recommendation Number 2: Qualified Teachers and Proven Methods of Instruction

Specific Recommendation:

Students receive World Language instruction from highly qualified teachers and staff who use proficiency-oriented methods of instruction.

1. Develop content-based or content-related elementary World Language programs based on the **FLES** (Foreign Languages in the Elementary Schools) model to support core content across all disciplines.
2. Teach World Languages primarily in the target language using communicative, proficiency-oriented instruction that is developmentally appropriate. For students in primary grades, elements of the general curriculum can be addressed via the language class. For students in middle school and high school, emphasis should be placed on promoting language along with cultural literacy and global awareness through content that includes literature, history, art, current affairs, and traditions associated with the target language.
3. Expand immersion education in the district to meet the current demand, and create new immersion programs in diverse languages throughout the district. Establish a Language Academy at the secondary level for students who have completed primary immersion programs and/or show exceptional talent or interest in language learning. The Language Academy will provide a common environment for immersion students in all languages and will ensure that immersion language students can continue developing proficiency beyond the elementary school level.
4. Fayette County Public Schools (FCPS) hires two full-time World Language curriculum specialists: one for the primary level and one for the middle and high school level.

5. FCPS provides teacher training, professional development, and use of state curriculum parameters to ensure superior World Language instruction at all levels throughout the district.

Research Rationale for how this change will help kids:

- One of the leading challenges FLES (Foreign Language in the Elementary Schools) programs face is “lack of teachers with sufficient language skills and qualifications to teach a foreign language to young students” (Rosenbusch, 1995).
- Rosenbusch recommends that “if it is a central goal of the district’s program that students attain a high level of fluency in the Foreign Language, the committee will choose the earliest possible start for the study of the language, maximize the time and intensity of the program at every level, and provide an articulated program that flows across levels without interruption” (Rosenbusch, 1995).
- Met and Rhodes (1990) recommend that “foreign language instruction be scheduled daily and for no less than 30 minutes” (p. 438).
- Experience demonstrates that it is difficult to change a weak FLES program design for a strong one once a program has been established. A weak program design will not allow students to develop high levels of proficiency in the language (Rosenbusch, 1995).
- It is essential to have well-prepared teachers who understand the linguistic needs of young English Language Learners (also know as LEP). These children benefit tremendously from programs where their native language is supported by opportunities to engage in learning activities in their native language (Coltrane, 2003).
- The most often cited factor of the success of World Language programs is a well-trained teaching corps (Ingrid, et al 2001).

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Implementation Steps for Recommendation # 2	Person Responsible for Completing Steps	Possible Resources?	Start Date	End Date
Ensure all teachers have sufficient language skills and are qualified to teach World Languages. All teachers must meet standards established by the members of a teacher quality sub-committee.	IAKSS in conjunction with local universities and the Educational Professional Standards Board	PRAXIS exam, ACTFL OPI exam, and/or other measures as determined by World Languages standards committee	May 06	None
Establish language feeder school patterns to ensure students can continue language study at their assigned middle and high schools.	IAKSS	TBD	May 06	None
Conduct a feasibility study to determine which elementary schools would benefit from two-way immersion. This method is proven effective for developing proficiency for English Language Learners. Students in two-way immersion schools would attend middle and high school at the Language Academy with other immersion students from across the district.	IAKSS	Current demographic data on growth of English Language Learners	Aug. 06	None
Explore the options for expanding/creating an international visiting faculty program to attract sufficient World Language teachers in all languages, including lesser-taught languages such	IAKSS in conjunction with Kentucky Department of Education, local universities and local firms with	Local companies with international ties such as Toyota and Lexmark; international students from	June 06	None

as Arabic, Chinese or Hebrew.	international ties like the Kentucky World Trade Center	local universities		
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Group Recommendation Number 3: Diversity and Choice

Specific Recommendation:

Fayette County Public Schools (FCPS) maintains and expands the current diversity of World Languages taught throughout the district to prepare students for success within a diverse community and a global marketplace.

1. At the elementary level, four world languages are offered district-wide.
2. Middle schools offer 2-3 languages per school.
3. High schools offer 3-6 languages per school.
4. FCPS strengthens and expands current programs in French, German, Latin, Spanish and Chinese while adding languages that are not currently offered, such as Japanese and Arabic.
5. Create a district-wide unit of study that explores the diversity of world languages spoken globally and in Fayette County. The unit of study includes a survey of students, parents, and teachers that raises awareness about world languages and determines community interests.
6. Provide the opportunity for all high school students to pursue an International Baccalaureate diploma.

Research Rationale for how this change will help kids:

Deborah Wilburn Robinson (1998) surveys the cognitive, academic and attitudinal **benefits** for children who study more than one language. The benefits are classified and listed below:

Cognitive	Academic	Attitudinal
<ol style="list-style-type: none"> 1. Bilingual children develop mental flexibility, superior concept formation and more diversified mental abilities. 2. The very process of learning another language makes one think harder. 3. Language is the mediator by which thinking, perceiving and storing information takes place. 4. Students who study more than one language outperformed controls in metacognitive processing and in analysis, synthesis and evaluation (the highest levels of cognitive processing in Bloom's taxonomy). 5. Students who begin the study of another language at an early age manifest cognitive advantages over monolingual children. 	<ol style="list-style-type: none"> 1. Children who study a second language perform better on standardized tests of basic skills in English, math and social studies than those who did not participate in language study. 2. Students in grades 4-6 who participated in foreign language study made greater gains in reading than those of above-average ability. 3. College-bound high school seniors who averaged four or more years of language study scored higher on the verbal section of the SAT and had identical scores in mathematics as students who studied mathematics, even if the language learners did not study math. 4. Students with disabilities in mainstream classrooms perform as well as their peers in listening comprehension and speaking tasks in a second language. 	<ol style="list-style-type: none"> 1. Early introduction to second-language study fosters respect and appreciation for cultural diversity. 2. The age of ten is a critical period for developing attitudes towards nations and groups of people perceived as "other." 3. The study of language expands a child's ability to understand other people and build tolerance. 4. Before puberty children have fewer inhibitions due to social pressures and therefore are more open to actively learning a foreign language.

Implementation Steps for Recommendation # 3	Person Responsible for Completing Steps	Possible Resources?	Start Date	End Date
Explore the options for expanding/creating an international visiting faculty program to attract sufficient World Language teachers in all languages including lesser taught languages such as Japanese, Arabic, Chinese or Hebrew.	IAKSS in conjunction with Kentucky Department of Education, local universities and local firms with international ties	Local companies with international ties such as Toyota and Lexmark; international students from local universities	June 06	None
Establish language feeder school patterns to ensure students can continue language study at their assigned middle and high schools.	IAKSS	TBD	May 06	None
Conduct a feasibility study and develop a plan for the potential implementation of International Baccalaureate programs at each of the high schools in Fayette County.	IAKSS in collaboration with high school SBDM councils, teachers and parents	Schools that have implemented an International Baccalaureate program within the district, the state or surrounding states	June 06	None

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Group Recommendation Number 4: Continuity and Assessment

Specific Recommendation:

Fayette County Public Schools (FCPS) must ensure that World Language courses taught throughout the district are well-articulated (sequenced) to build on students’ progress at each stage of their education by implementing appropriate assessments.

1. Coordinate World Language offerings throughout the district to ensure proper placement in language courses when transitioning from elementary to middle school and from middle to high school. Students should be placed in language courses by demonstrated proficiency.
2. Implement a formal assessment, the STAMP test, for all students at regular intervals.
3. Implement a summative assessment, the Linguafolio, for all students. The Linguafolio is a portfolio of language learning which each student develops by collecting work, experiences, and other materials that track student progress and learning in world languages. The Linguafolio is student-centered and focuses on student self-assessment and reflection.
4. Require every student to graduate from high school at the Proficient level in at least one language other than English on the ACTFL standard test. This assessment ensures that all students meet the new Kentucky Department of Education graduation requirement that all students demonstrate competency in a language other than English.

Research Rationale for how this change will help kids:

- Across Europe countries have well-developed programs that promote proficiency-oriented language instruction by age eight. In many cases a second language is offered or introduced at the elementary level with a third or fourth language at the secondary level since proficiency in the second language is determined by the amount of time dedicated toward studying (Krashen, 2003).
- In *A Nation at Risk: The Imperative for Educational Reform*, the report of the National Commission of Excellence in Education placed the study of World Languages and culture alongside the five basics of English, mathematics, computer science, social studies and natural science as a fundamental component of a sound education.
- According to Curtain and Pesola, “Every skill and outcome that is important to society is introduced through the elementary school curriculum” (pg. 4).
- The federal government of the United States of America is the largest single user of World Language services. The level of language proficiency needed to fill the need takes a long time to acquire, since most language-dependent jobs require levels of language proficiency commensurate with native speakers of that language (Eddy, 1998).
- According to the Lexington Chamber of Commerce, Central Kentucky is home to dozens of firms which provide employment for more than 2,000 full-time employees within the city of Lexington. Many of these firms have international ties or local needs that currently require, or will require in the future, that employees have some level of world language or cultural competency.
- Providing a solid foundation in more than one language and increasing cultural awareness makes our community attractive to current and potential employers in Kentucky.

Implementation Steps for Recommendation # 4	Person Responsible for Completing Steps	Possible Resources?	Start Date	End Date
Establish a committee to search for community-based financial support for some of the initiatives outlined in this proposal.	IAKSS	Chamber of Commerce, Kentucky World Trade Center, others	June 06	None
Provide professional development for teachers in use of the STAMP test and the Linguafolio.	Building Professional Development Coordinators in collaboration with IAKSS, content specialists and technology department	TBD	Jan 07	None
Create a World Language articulation committee that establishes language sequencing within each feeder pattern. This sequencing ensures that students can continue to study the same language for a longer period of time and facilitates the transition from one school to the next.	One person from each school	TBD	March 09	None
Organize study abroad opportunities for high school students to increase language proficiency. Students could study abroad during spring and summer breaks or for one or more semesters.	IAKSS	Educational travel companies and student exchange programs	March 06	None