



## **PLENARY SESSIONS FOR THE TITLE V FLAP ROUNDTABLE**

**OCTOBER 13 - 14, 2010**

**The following pages contain summaries of plenary session presentations as well as information about the speakers. This information, and the PowerPoint presentations, are provided on the thumb drive provided in your participant packet.**

**OCTOBER 13, 2010****LEA/IHE PARTNERSHIPS – CHALLENGES AND SOLUTIONS BY 2008 GRANTEES****9:15-10:15 AM**

1. Building Effective K-12/IHE Partnerships
2. Successes and Challenges of the Arabic and Chinese Extended Sequences (ACES) Project

**Building Effective K-12/IHE Partnerships**

❖ **Carl Falsgraf, Director, Center for Applied Second Language Studies, University of Oregon**

❖ **Michael Bacon, Immersion Achievement Coordinator, Portland Public Schools**

Almost everyone agrees that collaboration and articulation between K-12 schools and institutions of higher education is a good thing. The reality, however, is that powerful institutional, cultural, and political barriers make such partnerships very difficult. This presentation reflects on over 15 years of collaboration between Portland Public Schools (PPS) and the University of Oregon (UO) by looking at the stumbling blocks and approaches in overcoming those challenges.

PPS and UO have worked together to improve language education since 1994. Joint efforts include the development of benchmarks and assessments in the 1990s, research support, the Oregon K-16 Chinese Flagship, and two FLAP grants. This relationship is a model of how such a partnership can enhance language education at both the K-12 and higher education levels. The success of PPS' 10 immersion programs and transformative power of Flagship on the UO campus owes much to the strength of this relationship. It is a happy marriage, but not without struggles and longstanding issues.

Deep-seated and often unspoken beliefs and stereotypes undermine trust and hinder constructive communication. Some K-12 teachers believe that academics are meddlesome, know-it-alls with no practical experience but plenty of advice. Some at the university believe that high schools are holding pens for unmotivated students staffed by glorified babysitters. These stereotypes are sometimes strongest at the highest levels of administration. In addition, both universities and school districts tend to be lumbering bureaucracies, each with its own procedures and a fervent belief that there is only one right way to do things. Finally, federal policy is uncoordinated and often inadvertently works against true collaboration.

The success of the PPS-UO partnership is due primarily to the strength of longstanding relationships. Project directors, coordinators, IT personnel, and support staff have all established relationships over the years that help hack through the tough issues. Planning regular meetings and structuring informal time to get together is essential in building trust between institutions with long histories of mutual suspicion and misunderstanding.

About the presenters:

**Carl Falsgraf** is director of the Center for Applied Second Language Studies (CASLS) and the Chinese K-16 Flagship. He holds a doctorate in linguistics and has been teaching and conducting research on language education for over twenty years. In his position as director of CASLS, Carl directs research and development projects for National Foreign Language Resource Center and for the Chinese K-16 Flagship, where he is responsible for developing a model of early childhood through adult language learning leading to superior-level language proficiency. He served on the American Council on the Teaching of Foreign Languages Executive Board and as president for the Pacific Northwest Council for Languages. His interests include proficiency assessment, standards-based approaches to language education, advanced language teaching and learning, socio-cultural aspects of language acquisition, and technology-mediated learning.

**Michael Bacon** works as the Portland Public Schools (PPS) Immersion Achievement Coordinator providing program, professional and curriculum development for 10 immersion programs in Spanish, Japanese, Mandarin, and Russian, oversees the K-12 portion of the NSEP funded K-16 Oregon Chinese Flagship grant in collaboration with the University of Oregon, directs the "Portland Roadmap to Superior Proficiency: Making Secondary Immersion Work" US DOE funded FLAP grant project, and coordinates PPS' new Russian FLAP grant project. He served as the President of the Association of Teachers of Japanese in Oregon for several years, presents workshops at state and national conferences, and consults with numerous immersion programs across the country. He acted as a guest instructor for the CARLA Summer Institute: Immersion 101 - an Introduction to Immersion Teaching for Chinese and Japanese. As part of the AP Japanese development by the AP College Board, he served on the Professional Development Advisory Board and was the Project Manager for the PreAP Professional Development Workshop. Previously he worked 8 years as a teacher and curriculum specialist for the PPS Japanese Magnet Program at Mt. Tabor Middle School teaching language arts and social studies in Japanese. Michael also taught Japanese at the high school level and ESL in Japan to children and adults.

## Successes and Challenges of the Arabic and Chinese Extended Sequences (ACES) Project

- ❖ Gaelle Berg, Minneapolis Public Schools
- ❖ Ursula Lentz, Coordinator Minnesota Language Proficiency Assessments, CARLA, U of M
- ❖ Ayumi Stockman, ACES FLAP Project Coordinator

**Project goals** 1) provide high quality, articulated language instruction and curriculum in critical languages for students who are typically underserved; 2) provide high quality professional development for ACES teachers; 3) establish model articulated language programs; 4) incorporate interdisciplinary learning experiences through cultural arts presentations.

**Model articulated language programs** Project schools are in areas of the city where students have been typically underserved by quality, sequential language programs, including IB programs:

<b>Arabic</b>	Lyndale Elementary	FLES, grades 2-5; 150 students
	Sanford Middle School	Sequential FLES, grades 6-8; 200 students
	Roosevelt High School	HS Sequence 1-3; 30 students
<b>Chinese</b>	Hall International Elementary School	FLES, grades Pre-K-5; 390 students
	Northeast Middle School	Sequential FLES, grades 6-8; 100 students
	Patrick Henry High School	HS Sequence 1-4; 150 students
	South High School	HS Sequence 1-6, and CIS; 150 students
<b>Student Total</b>	<b>All schools; 2 years</b>	<b>1170</b>

**High quality professional development for teachers** ACES teachers participate in: 1) ongoing mentoring via class observation & individual meetings; 2) four full-day curriculum workshops each year; 2) week-long summer institute with CARLA to develop integrated performance assessments; 3) articulation focus meetings with college programs; 4) support for graduate classes for initial licensure; 6) attendance at professional conferences.

### Articulation Tools for Arabic and Chinese

Curriculum tools for K-12	Benchmarks	Curriculum maps
Assessment tools for K-12	IPAs	2 per year (mid-year and end-of-year)
	Linguafolio	Used in each year
Articulation Post-secondary	K-12 & College	Look at student work; draft recommendations

**Incorporate interdisciplinary learning experiences through cultural arts presentations to:** 1) engage all students in exploring cultures; 2) demystify the languages & cultures; 3) promote learning of Arabic or Chinese at each school.

**Curriculum and Integrated Performance Assessments:** Based on ACTFL model - Interdisciplinary, 5 Cs, 3 communication modes, higher order thinking, rubrics, Understanding by Design (Wiggins & McTighe) Currently developing and revising:

- 12 Chinese: Elem by grade, MS Levels, HS Levels; mid-year and end-of-year
- 8 Arabic: Elem by grade, MS Levels, HS Levels; mid-year and end-of-year
- Benchmarks by level, teacher checklists
- Student work examples examined using protocols at focus meetings

### Program Challenges

- District: IB programming, attendance areas, communication
- Staff: Professional development for K-12 and post-secondary on proficiency-based language instruction and assessment; licensing; training and retention
- Students and families: Mobility, choices, communication

**Program Successes**—Support from school principals, staff, and community; development of new curricular approaches; integrating other subject areas and International Baccalaureate areas of interaction; growth in program enrollment; visibility of model programs and curricula impacts all district world languages programs, i.e. curriculum guide development; teacher development

About the presenters:

**Gaelle Berg** has been a language educator in Minneapolis Public Schools for 30+ years, teaching French in K-12 programs. As the district's World Languages Specialist since 1995, she has led professional development, curriculum, assessment, and articulation K-12 for ten languages, including heritage language, critical languages, Native American languages, and dual immersion. She has coordinated grant projects including FLAP, Title VII bilingual education, and state model programs. Recently, Gaelle has worked on the MN World Languages Proficiency Certificate, MN Model WL Standards, the MN Chinese Initiative, MN Articulation Project, and model programs for immersion and critical languages.

**Ursula Lentz** holds an M.A. in Teaching, from U of M Germanic Studies and has extensive experience teaching from elementary to post-secondary. Serving CARLA's assessment team since 1996, she has contributed to the Minnesota Articulation Project, the Minnesota Language Proficiency Assessments, the Virtual Assessment Center, the Miniguide for Developing Writing and Speaking Assessments for the Second Language Classroom, as well as ESL Assessments for SLTI (Second Language Testing Inc.). Other CARLA activities include the Summer Assessment Institute, teacher workshops, presentations on assessment development for language organizations, school districts, postsecondary instructors and regional conferences.

**Ayumi Stockman** was born in Japan, and graduated from Akita University. Ayumi holds an M.A. in ESL from Hamline University in St. Paul and has taught Japanese in grades 8-12 for 8 years in Minneapolis. She has been the FLAP grant coordinator since 2008, and serves on the board of the Minnesota Council on the Teaching of Languages and Cultures.

## ASSESSMENT

1:15-2:15PM

- ❖ **Marty Abbott, American Council of Teachers of Foreign Languages (ACTFL)**
- ❖ **Lynn Thompson, Research Associate, Foreign Language Education Division, Center for Applied Linguistics (CAL)**

*A Tale of Two Schools: Developing Sustainable Early Foreign Language Programs* by Richard Donato and G. Richard Tucker, 2010. ISBN—13: 978-1-84769-309-9

### *Emergent Themes of Successful Programs:*

- The Vision for the Program
- Support for the Teachers
- Concern for Participating Students
  - Necessary component to a sustainable program is visible and concrete signs of gain in language proficiency
  - Assess program outcomes yearly to inform instruction and curriculum
- Positioning the Program Within the Life of the School

### *What is Language Proficiency?*

- Unrehearsed general ability to accomplish real-world communication tasks across a wide range of topics and settings
- The ability to use language to accomplish real world linguistic tasks
  - Order a meal
  - Tell a story
  - Defend a point of view
  - Negotiate a contract

### *ACTFL Performance Guidelines for K-12 Learners*

- Expand upon the ACTFL Proficiency Guidelines
- Organized by Communicative Mode not Skills
  - Interpersonal, Interpretive, Presentational
- Standards articulate “what” all students should know and be able to do
- Performance Guidelines for K-12 Learners describe “how well”
- Reflect second language learning that takes place in the classroom
  - Contexts and content areas are curriculum specific

### *Every Performance Standard has Three Essential Components:*

- Task
  - A statement of what is to be done or accomplished.
- Conditions
  - A description of the conditions under which (or context in which) the task is to be performed.
  - For language testing, this includes the contexts/topics to be addressed.
- Accuracy
  - A definition of how well the task must be performed under the conditions stated.

About the presenters:

**Marty Abbott** is currently the Director of Education for the American Council on the Teaching of Foreign Languages (ACTFL). Prior to this, Marty served in the Fairfax County Public Schools as a language teacher, foreign language coordinator, and Director of High School Instruction. She has served on national committees to develop student standards, beginning teacher standards, and performance assessments in world languages. She was President of the American Council on the Teaching of Foreign Languages in 2003, Chair of the Northeast Conference on the Teaching of Foreign Languages in 1999, and President of the Foreign Language Association of Virginia in 1996. Marty also was co-chair of the national public awareness campaign 2005: The Year of Languages and now heads up ACTFL's national public awareness campaign Discover Languages...Discover the World! She earned a B.A. degree in Spanish with a minor in Latin from the University of Mary Washington and an M.S. Degree in Spanish Linguistics from Georgetown University.

**Lynn Thompson** (M.A., International Relations, American University; M.S., Applied Linguistics, and postgraduate courses in sociolinguistics, Georgetown University), has been involved in K–12 and postsecondary language assessment for over 20 years. As a senior member of CAL's Foreign Language Education Division, she directed the development of the Student Oral Proficiency Assessment (SOPA) Online Training and currently oversees CAL's self-paced and moderated SOPA courses offered through eCollege. She has also been involved in STARTALK program evaluation and has served as instructor and the director for the CAL Startalk Assessment Workshop course. She has conducted and overseen professional development workshops nationally and internationally on foreign language assessment and on ELLOPA and SOPA. She has coordinated research and development of a range of oral language tests, including the SOPA, the ELLOPA, and the CAL Oral Proficiency Examination (two other oral proficiency assessments developed by CAL); directed the SOPA and ELLOPA validation and reliability studies; and is the author of a range of publications on assessment. Currently she is the Director of a Title VI grant for developing a Web-based Oral Proficiency Assessment Training Course for Chinese Teachers.

**OCTOBER 14, 2010****EFFECTIVE STRATEGIES AND MODELS FOR ACHIEVING ADVANCED LEVEL PROFICIENCIES****8:45-9:45 AM**

- ❖ **Christine L. Brown, Assistant Superintendent for Curriculum and Instruction, Glastonbury Public Schools**
- ❖ **Rita Oleksak, Director of Foreign Languages/ELL, Glastonbury Public Schools**

The Glastonbury Public School presentation will focus on the systemic structure that needs to be in place in a K-12 language program in order for students to graduate from that program having achieved a pre-advanced proficiency level in foreign languages. From the district perspective, there need to be three structural pillars in place for students to advance through a curriculum to increasingly high proficiency levels before entering an appropriately articulated, advanced instructional level at the college or university level.

The first pillar is that of the program design. In the Glastonbury Public Schools we are fortunate to have had a long sequenced language program that has been in place for more than fifty years. In the language program, all students study Spanish beginning in the first grade and at the sixth grade level we begin to layer additional languages, including the critical languages of Russian and Chinese, on top of the first language studied. All students who come into the district already multi-lingual have the opportunity to study at a minimum one language other than English while they are acquiring additional competence in English.

For many districts in the United States, language study begins above the elementary grades, sometimes at the middle or the high school level. For many years we have been committed to the early start for language, knowing that both cognitively and affectively students have to have the time to develop a wide range of skills that expand exponentially if the curriculum is articulated and assessed on a regular basis.

The second pillar that has to be in place for students to reach high proficiency levels in any language, but specifically in the critical languages, is an up-to-date and trained workforce providing instruction in the language. We are fortunate in our district that due to the reputation of the program and of the program administrator, we have been able to attract outstanding language candidates. We continue to train our staff for duration of their employment.

The third pillar of structure that has to be in place is a standards-based, articulated and transparent curriculum and corresponding assessments. The language curriculum needs to be viewed as integral to a student's academic education and the program needs to be a part of the educational core at every grade level.

Simply put, when language education is treated in the same manner as English or Mathematics education, students will achieve advanced levels of language proficiency and culture knowledge as well as many other academic insights and 21st century skills.

About the presenters:

**Christine L. Brown** is the Assistant Superintendent for Curriculum and Instruction for the Glastonbury Public Schools, which houses the nation's oldest, continuous grade 1-12 language program. She has taught French, Spanish and English Language Learners in grades K-12 and served as language methods and second language acquisition instructor at several colleges and universities. Ms. Brown's professional service includes Past President of the American Council on the Teaching of Foreign Languages (ACTFL), Chair of the K-12 Student Standards Task Force for the National Standards in Foreign Language Education, Past President and a founding member of the National Network of Early Language Learning (NNELL), Chair of the Northeast Conference on the Teaching of Foreign Languages and President of the Connecticut Council of Language Teachers. Honors include National Foreign Language Supervisor of the Year, Outstanding Administrator Award from the American Association of Teachers of French (AATF), Outstanding Educator (New York State Association of Foreign Language Teachers and the Connecticut Council of Language Teachers), and the Florence Steiner Award for Leadership in Foreign Language Education (ACTFL). Her consulting work includes the U.S. Department of State, the NSA STARTALK program, and the Standards Collaborative.

**Rita A. Oleksak** is the Director of Foreign Languages/ELL in the Glastonbury, CT Public Schools. Rita oversees a staff of 60 foreign language teachers and ELL tutors and is responsible for hiring and direct supervision. She manages a Confucius Classroom grant, a Chinese/Russian FLAP grant and two ELL grants. Ms. Oleksak is currently president of the National Association of District Supervisors of Foreign Languages (NADSFL) and was recently elected vice president for the National Network of Early Language Learning (NNELL). She is past president of the American Council on the Teaching of Foreign Languages (ACTFL). She is also the past president of the Massachusetts Foreign Language Association (MaFLA) and former co-chair of the K-16 Foreign Language Teachers of Western, MA Collaborative. Previously, Ms. Oleksak worked as the Supervisor of World Languages K-12 in West Hartford CT and also spent 24 years in Springfield, MA as Foreign Language Director.