

K-6 World Languages Exploration Committee

June 6, 2016

Our Charge

...to examine the advantages and disadvantages of implementing K-6 World Language instruction in Wayland. We will consider various models, investigate costs, issues of equity, space and time. We will share three possible rollout models, identifying the pros/cons and costs of each.

Study Group Members

Principals

Jim Lee (Happy Hollow), Betsy Gavron (WMS)

Teachers/Curriculum Leaders

Melissa Bryant (WHS World Language Department Chair), Kori Rogers (Happy Hollow, Grade 4), Klara Sands (WMS World Language Curriculum Leader), Karyn Saxon (K-5 ELA, Social Studies Curriculum Director), Alla Shmidt (Districtwide ESL), Jessica Villatoro (WMS Grade 6 Special Educator)

Parents

Maura Batts (WMS), Merline Bhukanwahala (Claypit Hill, Loker), Michelle Bloom-Scheff (Claypit Hill), Elizabeth Markey (Happy Hollow), John Todd (Claypit Hill, TCW)

Benefits of Early Learning

- New elementary world language programs are on the rise in the US:
 - Gone is the old perception that learning a foreign language slows overall development
 - States like New Jersey now mandate K-8 Elementary World Language programs
 - In most countries around the world, learning a foreign language is equivalent in status to other academic subjects
 - Many of Wayland's peer towns have programs in place or are readying new program launches
- The growing body of research is making the benefits more clear:
 - The earlier a student begins learning another language, and the more time they spend learning it, the more cognitive, social and academic benefits accrue
 - Early bilingualism/biliteracy strengthens executive function, promoting balanced learning between receptive parts (listening, reading) and productive parts (speaking, writing)
 - Bilingual brains are healthier, more complex, more actively engaged and more empathetic

Wayland, a leadership district, is currently missing out on an opportunity to instill these lifelong benefits in our students

Benefits cont.

Based on [NEA research](#), second language study:

- ...benefits academic progress in other subjects
- ...narrows achievement gaps
- ...benefits basic skills development
- ...benefits higher order, abstract and creative thinking
- ...enriches and enhances cognitive development
- ...enhances a student's sense of achievement
- ...helps students score higher on standardized tests
- ...promotes cultural awareness and competency
- ...improves chances of college acceptance, achievement and attainment
- ...enhances career opportunities
- ...benefits understanding and security in community and society

[Why start early?](#)

Issues for Consideration

- What are the language proficiency goals for our students?
- How will the program be structured (days per week, minutes per class)?
- What languages?
- What grades?
- What are the impacts to school day/other curricula?
- What are the impacts to down-the-line world language classes?
- How do we support kids entering in later years?
- What are the potential costs?
- What is the implementation strategy?
- How do we build stakeholder commitment (parents, teachers, staff, other)?

Common Models

Program Type	% of Class Time	Goals	Considerations
Foreign Language Exploratory (FLEX)	1-5%	<ul style="list-style-type: none"> To sample one or more languages/cultures meant to develop an interest for future study Also develops listening skills and linguistic and cultural awareness 	<ul style="list-style-type: none"> Does not lead to language proficiency If structured as a before/after school program, often not viewed as an equal to school day subjects Issues of equity (program fees, transportation) Easiest program type to implement
Foreign Language in Elementary School (FLES)	5-15%	<ul style="list-style-type: none"> To acquire proficiency in listening, speaking, reading and writing the foreign language (degree of proficiency depends on program) To acquire an understanding of/appreciation for other cultures 	<ul style="list-style-type: none"> Sessions meet multiple times per week Content-based/content-enriched FLES involves learning subject matter in the foreign language Requires staff, space, time during the school week More difficult to implement than FLEX
Immersion	50-100%	<ul style="list-style-type: none"> To become functionally proficient in the foreign language To master subject content taught in the foreign language To acquire an understanding of/appreciation for other cultures 	<ul style="list-style-type: none"> Most effective program for gaining proficiency Full vs. Partial (degree of proficiency will vary based on % of time spent learning in the foreign language) Two-Way or Dual Language (students are both native speakers of English and the foreign language) More difficult to implement than FLES/FLEX

Elementary Program Trends

- Many school districts in MA have recently started/restarted elementary world language programs (FLES is the most common)
- Given the infrastructure/resources required, immersion programs tend to be longstanding, evolve out of established FLES programs, or begin within a new school
- Some districts have added world language study into existing schedules, while others have chosen to augment the school day
- Many districts have eased into new programs by implementing pilots or starting with early grades first, then expanding to other schools/grades in subsequent years
- Spanish is the most common language taught in elementary programs; reasons for this include:
 - One of the world's most phonetic languages
 - Prevalence of use in MA, the US
 - Availability of well-qualified teachers

Peer Towns Snapshot*

Town**	Program Type	Languages Offered	Grades	Highlights
Brookline	FLES	Mandarin, Spanish	K-8	<ul style="list-style-type: none"> Chinese started in 2000; Spanish in 2006; 60-135 min/week
Carlisle	FLEX	French, Mandarin, Spanish	K-5	<ul style="list-style-type: none"> Exploratory program aims to introduce students to languages offered at the middle school
Dover/Sherborn	FLES	Spanish	K-2+	<ul style="list-style-type: none"> Program started in 2013 in K; one grade added each year since
Lexington	FLES	Spanish	K-5	<ul style="list-style-type: none"> In planning stage; program coordinator being hired; evaluating design/timeline
Lincoln	FLES	Spanish	3-5	<ul style="list-style-type: none"> Program in Lincoln/Hanscom elementary schools; 60-120 min/week
Needham	FLES	Spanish	1-5	<ul style="list-style-type: none"> Program restarted in 2015; school day extended by 25 min; 40-80 min/week
Sudbury	FLEX	Spanish	1-5	<ul style="list-style-type: none"> Exploratory program offered in all four elementary schools; 35 min/week
Wellesley	FLES	Spanish	K-2+	<ul style="list-style-type: none"> Program restarted in 2015; pilot in two schools; expansion expected; 75 min/week
Weston	FLES	Spanish	1-6	<ul style="list-style-type: none"> Program has been in existence for many years; 60-120 min/week

* See appendix for more details on MA programs

** Acton, Belmont, Boxborough and Concord do not have elementary world language programs

What is Right for Wayland?

- What would be Wayland's elementary program proficiency goals (listening, reading, speaking, writing)?
 - Full immersion model most effective at creating language proficiency
 - FLES also produces good results (minimum [75 - 90] min/week)
 - Spanish FLES is most common, but one size does not have to fit all
- What would be Wayland's major hurdles to implementation?
 - Programming costs
 - Scheduling
 - Finding quality instructors
 - What does parent community think?
 - What does staff community think?

Wayland Parent Survey Results K-5

416 people responded with the following results:

- 70% support increasing the school budget to implement a K-6 world language program.
- Spanish was the preferred language of study, followed by Mandarin and French.
- 89% support world language study during the school day.
- 67% support a lengthened school day to achieve implementation of a K-6 world language program.
- 43% support a one section language immersion classroom at each grade level K-6.

Sample Rollout Schedule - Wellesley FLES*

School Year	Action Steps	Budget Impact
2013-14	<ul style="list-style-type: none"> • Feasibility study: time, budget, staffing • Offer after school Language Instruction at 3 elementary schools 	\$0
2014-15	<ul style="list-style-type: none"> • Planning year: develop curriculum, conduct Program Coordinator Search • Offer after school Language Instruction at all 7 elementary schools 	\$15,000
2016-17	<ul style="list-style-type: none"> • Pilot K-2 at 2 schools • Hire 1.5 Program Coordinator/teacher • Purchase materials & carts - Wellesley Education Foundation (WEF) partial funding • Additional .5 FTE available from WEF 	1.5 FTE
2017-18	<ul style="list-style-type: none"> • Implement K-2 at all schools • Pilot 3-5 at 2 schools • Hire 3.0 teachers • Purchase materials for 3 teachers 	3.0 FTE, \$6,000 (materials)
2018-19	<ul style="list-style-type: none"> • Implement 3-5 at all schools • Hire 3.0 teachers (1.0 at each school) • Purchase materials for 3 teachers 	3.0 FTE, \$6,000 (materials)

* Wellesley Public Schools K-5 World Language Update, May 12, 2015

Sample Rollout Schedule - Wayland Immersion

School Year	Action Steps	Budget Impact
Planning Year	<ul style="list-style-type: none"> ● Exploration Group: Convened a K-6 World Language committee who investigated models, effective practices and pitfalls of implementing an elementary language program 	\$0
Planning Year 2	<ul style="list-style-type: none"> ● Planning year (second phase to this committee): Create a successful model for Wayland: <ul style="list-style-type: none"> - Hire a K-12 Language Coordinator - who would offer whole school PD to build commitment of staff and families - Plan logistics (which school - process for choosing students) - Hire a Kindergarten Spanish speaker teacher who co-teaches with a kindergarten colleague for the year to learn the curriculum that the teacher will implement in Spanish the following year - Develop and purchase materials for Spanish K curriculum that parallels English Kindergarten Curriculum in Wayland 	0.4 FTE K-12 Leader & 1.0 FTE
Implement 1	<ul style="list-style-type: none"> ● Implementation of kindergarten immersion <ul style="list-style-type: none"> - Offer one section of immersion kindergarten Spanish - Develop and purchase materials for 1st grade Spanish immersion - Hire a 1st grade teacher to teach immersion Spanish - co-teaches in year 1 	1.0 FTE
Implement 2	<ul style="list-style-type: none"> ● Implementation of 1st grade immersion <ul style="list-style-type: none"> - Offer one section of immersion kindergarten Spanish and grade 1 Spanish - Hire a 2nd grade teacher to teach immersion Spanish - co-teaches in year 1 	1.0 FTE
Implement 3	<ul style="list-style-type: none"> ● Continue immersion rollout - adding one grade per year through 5th grade 	1.0 FTE per year

Next Steps

- Determine elementary world language program proficiency goals
- Select program models to investigate in more depth (estimate costs, etc.)
- Visit local programs
- Engage in discussions with potential consultants/districts providing programs that are in keeping with our final choice
- Research alternative funding sources

Appendix:
Overview of MA Elementary
World Language Programs

MA Immersion Programs

Town	Language (Program Type)	Grades	Highlights
Brockton	Spanish, Portuguese, French (Dual Language Immersion)	K-5	<ul style="list-style-type: none"> Spanish immersion at Manthala George Jr. Elementary School; new Portuguese immersion pilot launches Fall 2016 at Raymond Elementary; French immersion pilot expected to launch in 2017 at George Brockton was the first school in the state to offer bilingual education (Spanish, 1972) % of Daily Instruction: K-5 (50//50) School Hours: K-5 (9:00-3:15) Positions in immersion programs are limited by lottery; Spanish immersion currently has a 100+ waitlist Planning work was funded by a one-year \$73,000 grant from the Massachusetts Department of Elementary and Secondary Education Costs will be kept low as Brockton already has many teachers fluent in Portuguese
Cambridge	Mandarin, Portuguese (Dual Language Immersion/FLES)	JK-5	<ul style="list-style-type: none"> Martin Luther King Elementary, immersion program founded in 2011 % of Daily Instruction: JK-2 (50/50); 3-5 (50/50, students have option of English in content classes) School Hours: JK-5 (7:55-3:55) All non-immersion students have 30-45 minutes of daily language study (FLES) Founding \$1.5 million 5-year grant from the Foreign Language Assistance Program (FLAP) helped launch the Mandarin immersion program out of the existing Mandarin FLES program MA Dept of Ed. provides Expanded Learning Time (ELT) grant covering costs for additional 2 hours
Cambridge	Spanish (Dual Language Immersion)	JK-8	<ul style="list-style-type: none"> Amigos School, founded in 1986 on a dual language immersion model % of Daily Instruction: JK-8 (50/50) School Hours: JK-8 (8:55-2:55) ESL/SSL support services are provided to non-native speakers
Framingham	Spanish (Dual Language Immersion)	K-12	<ul style="list-style-type: none"> Framingham has a long-standing Spanish immersion program starting in kindergarten at Barbieri Elementary % of Daily Instruction: K-1 (80% Spanish); 2 (70/30); 3-5 (50/50); 6-8 (Spanish in social studies, Spanish language arts); 9-12 (Spanish Language, Literature, AP classes) Program is integrated throughout all 13 grades School Hours: K-5 (9:05-3:05)

MA Immersion Programs (cont'd)

Town	Language (Program Type)	Grades	Highlights
Hadley	Mandarin (Partial Immersion)	K-12	<ul style="list-style-type: none"> Pioneer Valley Immersion Charter School, first opened in 2007 as Kindergarten class; older grades have been added over time (12th grade new for 2015/16 school year) % of Daily Instruction: K-1 (75/25 in English); 2-5 (50/50); 6-12 (25/75) School Hours: K-1 (8:30-3:30); 2-12 (8:30-4:15) New enrollments (by lottery) accepted for students entering K, 6 and high school grades Most students have no prior knowledge of Mandarin Authorized IB World School
Holliston	French (Full Immersion), Spanish (FLES)	K-12	<ul style="list-style-type: none"> Holliston offers both a French Immersion program (100% in French) and Spanish FLES program School Hours: K-2 (8:45-3:15); 3-5 (8:10-2:33); 6-8 (7:30-1:53); 9-12 (7:30-2:03) Positions in full immersion program are limited by lottery
Maynard	Spanish (Full/Partial Immersion)	K-12	<ul style="list-style-type: none"> Spanish immersion was introduced in 2012 at Green Meadow Elementary School % of Daily Instruction: K-2 (100% Spanish); 3 (English in language arts); 4-7 (core courses divided between Spanish/English); 8-12 (Spanish language, literature courses) School Hours: K-3 (8:30-2:50); 4-7 (7:25-2:25); 8-12 (7:45-2:05) Spanish immersion was already popular in area preschools
Mendon-Upton	Spanish (Full/Partial Immersion)	K-12	<ul style="list-style-type: none"> Mendon-Upton provides a K-12 immersion program, which began in 1997, where fluency is driven by full immersion in the early years, continued immersion in middle school, and advanced courses for further study in high school % of Daily Instruction (excluding "specials"): K-2 (100% Spanish); 3 (80% Spanish); 4(60% Spanish); 5-6 (50% Spanish); 7-12 (Spanish used in world language offerings) School Hours: K-5 (9:15-3:15); 6-8 (8:25-2:32); 9-12 (7:30-2:00)

MA Immersion Programs (cont'd)

Town	Language (Program Type)	Grades	Highlights
Millis	Spanish (Full/Partial Immersion)	1-12	<ul style="list-style-type: none"> • Millis provides a 12-year Spanish immersion program starting in first grade at Clyde F. Brown Elementary • % of Daily Instruction: 1-2 (full immersion); 3-4 (partial immersion, English used for reading and writing) • School Hours: 1-4 (8:30-2:50); 6-8 (NA); 9-12 (8:00-1:35) • Positions in the program are limited by lottery; students must start the program in first grade or can transfer in if previously enrolled in a similar immersion program
Milton	French (Full Immersion), Spanish (FLES)	1-12	<ul style="list-style-type: none"> • Milton schools offer 2 programs starting in first grade: French Immersion (started in 1987) and Spanish FLES (started in 1998) • Immersion % of Daily Instruction: 1 (100%); 2-5 (50%-100%) • FLES program: 1-2 (classes meet 30 min weekly; 3-5 (90 min weekly) • School Hours: 1-5 (2 schools, 8:20-2:49; 2 schools, 8:50-3:19); 6-8 (7:57-2:26); 9-12 (7:35-2:19) • Positions in full immersion track are limited by lottery; immersion program has grown in popularity in recent years
Somerville	Spanish (Dual Language Immersion, FLES)	K-8	<ul style="list-style-type: none"> • East Somerville Community School offers a dual language immersion program (UNIDOS), while other K-8 schools offer Spanish FLES programs • Immersion % of Daily Instruction: K (70/30); 1 (60/40); 2-8 (50/50) • School Hours: K-8 (8:10-2:35)

Other MA Programs

Town	Language (Program Type)	Grades	Highlights
Arlington	Spanish, French, Mandarin (Afterschool)	Ages 2.9-10	<ul style="list-style-type: none"> Arlington offers after-school programs in Spanish, French and Mandarin for students up to age 10 Programs vary in length/frequency from one hour/week to full extended day immersion programs 5 days/week; program availability also varies between schools
Bedford	French, Spanish (FLES)	3-5	<ul style="list-style-type: none"> Lane School, a 3-5 elementary school, offers a 2-day per week program in French and Spanish; each class is 40 minutes long School Hours: 8:22-2:36
Brookline	Spanish, Mandarin (FLES)	K-8	<ul style="list-style-type: none"> In 2009, Brookline established a content-enriched Spanish FLES program in all schools but one Since 2000, the Driscoll School, has offered a FLES program in Mandarin Spanish instruction schedule by grade per week: K-2 (3 sessions @ 20 min); 3-5 (3 @ 30 min); 6 (3 @ 45 min) Chinese instruction schedule by grade per week: K-3 (2 sessions @ 30 min); 4-6 (3 @ 40 min) School Hours: K-8 (8:00-2:30) Until 2008, the Chinese program was funded with a grant from the Freeman Foundation In 2008, the Town of Brookline passed an override; Brookline Schools has funded all FLES programming ever since; another override passed by a wide margin in 2015 preserving the foreign language program
Carlisle	French, Spanish, Mandarin (FLEX)	K-5	<ul style="list-style-type: none"> Carlisle has a FLEX program starting in kindergarten which aims to introduce students to languages offered at the middle school Chinese Website: http://www.carlisle.k12.ma.us/Page/702 Spanish/French Website: http://carlisle.k12.ma.us/site/Default.aspx?PageID=648 School Hours: 8:35-2:55

Other MA Programs (cont'd)

Town	Language (Program Type)	Grades	Highlights
Dover-Sherborn	Spanish (FLES)	K-2+	<ul style="list-style-type: none"> • Dover-Sherborn implemented a Spanish FLES program in the district's two elementary schools • Led by new hire Dr. Laura Romer, classes began Fall 2013 in kindergarten, Fall 2014 in 1st grade, and Fall 2015 in 2nd grade • Curriculum modeled on Brookline/Holliston programs • School Hours: 8:35-2:55
Foxboro	Spanish (FLES)	1-4	<ul style="list-style-type: none"> • Foxboro has a longstanding FLES Spanish program across its three elementary schools • Instruction schedule per week: 2 sessions @ 42 min • Spanish Website: http://fpsamigos.weebly.com/ • School Hours: 8:22-2:36
Lincoln	Spanish (FLES)	3-8	<ul style="list-style-type: none"> • Lincoln started a Spanish FLES program at Lincoln Elementary and Hanscom Primary Schools in Dec 2009; Wayland parent Karen Hughes teaches grades 3/4; classes are 90%-95% in Spanish • Instruction schedule by grade per week: 3 (3 sessions @ 20 min); 4 (3 @ 25 min); 5 (3 @ 40 min) • School Hours: 8:00-2:50
Medfield	Spanish, Mandarin (FLES)	2-12	<ul style="list-style-type: none"> • Medfield began a pilot in 2012/13 with a half year of Spanish/Mandarin; the program evolved into a Spanish/Mandarin FLES program in 2013/14 beginning in 2nd grade • Sessions meet twice a week for 30 minutes each during intervention block • School Hours: 9:00-3:15 • Two committees are in process: a Length of School Day Committee and an Elementary World Language Committee to evaluate the current program structure
Needham	Spanish (FLES)	1-5	<ul style="list-style-type: none"> • In Fall 2015, Needham restarted a Spanish FLES program for students in grades 1 through 5 • In 2014, Needham voters passed an override providing funds for an extension of the K-8 school day by 25 minutes and for a new elementary world language program; the previous program was cut in 2006 • Instruction schedule by grade per week: 1-2 (1 session @ 40 min); 3-4 (2 @ 40 min) • School Hours: 8:20-2:45

Other MA Programs (cont'd)

Town	Language (Program Type)	Grades	Highlights
Plainville	Spanish (FLES)	K-6	<ul style="list-style-type: none"> School Hours: 8:50-3:00
Sharon	Spanish (FLES)	1+	<ul style="list-style-type: none"> In Fall 2015, Sharon Schools introduced a new first grade Spanish FLES program in all three elementary schools; this replaced a longstanding 5th grade FLEX program (Chinese, French, Spanish) FLES sessions, three per week at 20 minutes each, will take place during English Language Arts periods Tentative plan is to expand the program to grade 2 in 2016/17 School Hours: 8:55-3:10
Sudbury	Spanish (FLEX)	1-5	<ul style="list-style-type: none"> Sudbury Public Schools offers a Spanish exploratory program in all four elementary schools to children in grades 1-5 Instruction schedule: 1 session @ 35 min School Hours: 8:55-3:25
Wellesley	Spanish (FLES)	K-2+	<ul style="list-style-type: none"> In 2015/16, Wellesley restarted their elementary foreign language program with a Spanish K-2 pilot in two schools; outside consultant Helena Curtain was engaged to work with the district and Barbara Barnett, former Foreign Language Department Head at Bedford since 2003, was hired to head the new program Classes meet 3x per week for 25 min each in two leader elementary schools (Hardy, Sprague) Program will be expanded next year to all elementary students, to grade 3 in the leader schools, and to older grades in subsequent years School Hours: 8:30-3:05
Weston	Spanish (FLES)	1-6	<ul style="list-style-type: none"> Weston provides a Spanish FLES program beginning in first grade; an internal review in 2014 cited a goal to enhance oral proficiency by increasing the frequency/duration of contact with students in the future Instruction schedule by grade per week: 1-3 (2 sessions @ 30 min); 4-5 (1 @ 60 min); 6 (2 @ 60 min) School Hours: 8:10-2:20

Districts Considering New Elementary Programs

Town	Highlights
Lexington	<ul style="list-style-type: none">• In 2013, a World Language committee/task force was convened to study the possible reinstatement of foreign languages in the elementary schools;• In July 2015, the Lexington School Committee and Lexington teachers' union developed a memorandum of agreement to provide for the time needed to offer a world languages program• In Dec 2015, the Lexington School Committee narrowly approved a motion to increase the budget by 0.25 FTE so as to create an interim K-5 World Language coordinator position to assist in the development, planning of a K-5 World Languages program• While the task force has recommended that the school week length be increased to accommodate the program (possibly by eliminating an early dismissal day), the School Committee has not yet voted on the issue or on the specifics of the world languages program (design, languages offered and implementation plan/timeline)
Watertown	<ul style="list-style-type: none">• In Feb 2016, a World Languages committee comprised of teachers and administrators, with the help of outside consultant Gary Duncan, made a recommendation to the School Committee to start a Spanish FLES program for PK and K students in all three elementary schools for the 2016/2017 academic year• The committee recommended that teachers only use Spanish in class and that classes meet 5x per week for 30 min each; meeting 3x per week for 30 min was put forth as a minimum level for FLES and not optimal• Budget impact for 3 new teachers, materials and support in the first year was approximately \$190k• Each year a new grade would be added, eventually PK-12

Discussion