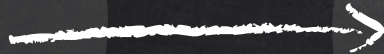


ELEMENTARY WORLD
LANGUAGE **UPDATE**



DESIGN PROCESS

Understand
goals &
options



Engage
families &
educators



Design
program &
budget



SCHOOL COMMITTEE ROUNDTABLE

- ✘ We identified opportunities and challenges
- ✘ We shared our community & educator engagement plan
- ✘ We heard your request to be thoughtful and strategic about design, implementation, and progress monitoring

1,012



families and educators responded to survey

877



individual comments written

10



in-person focus groups with educators and families



SURVEY RESPONDENTS

739 parents
guardians
caretakers



Family response rates
ranged from **35** (FMA &
KLO) to **95** (Baldwin &
G&P)



12 identified as both
parents & educators,
offering helpful
perspectives

284 educators



Educator response
rates ranged from **13**
(Amigos) to **39** (G&P)



SURVEY THEMES

Goals ranged from cultural exposure and global understanding to full immersion and proficiency

Most support for **Spanish**, followed by **Mandarin Chinese** and **French**

Concerns about the already-full school day and not wanting to give up existing learning experiences

Many envision an immersion experience

Questions about serving students with disabilities and English language learners

Sharing innovative ideas for how to address identified challenges



We are overwhelmingly excited about adding an elementary world language! Research shows young children are better equipped to learn multiple languages – there's no time to waste!

– Family



I believe in having a world language program in elementary schools. Most districts around Cambridge have been teaching Spanish and/or French to young children for years now. I feel like Cambridge has been behind other districts in this area. Of course, my concern remains how to fit the world language program into our school day, which I 'm sure is a concern that all educators will have.

- Educator



I am very distressed about this proposal. I am a big believer in the importance of learning other languages. However, under the current structure of school I can't see how this would possibly work. Every teacher I have spoken to about this feels the same way.

- Educator



Trying to wedge world language into an already packed week will not meet my needs of wanting deep instruction of a world language. I feel this just pays lip service to the parents who want it, without factoring in teacher and specialist considerations.

- Family



EDUCATOR FOCUS GROUP THEMES (TO DATE)

- ✓ Struggling to fit everything in already – “something has to give”

- ✓ Concerned this will widen the achievement gap
 - At one school, 58% of students receiving RTI supports come from a family where a language other than English is spoken
 - At another school, 135 of 253 students (53%) come from a home where another language is spoken

- ✓ Want to consider a longer school day and begin in earlier grades



NEXT STEPS



17-18 PILOT

1 grade level, 2 schools

1 teacher, 2 schedules

Measure impact on language learning, academic cores



FY 2018 BUDGET IMPLICATION

DESCRIPTION	FY 2018 BUDGET IMPACT
1.0 FTE World Language Teacher	\$70,300
Curriculum & Instructional Materials	Existing Curriculum Implementation Budget



WINTER-SPRING 2017



- ☐ Review and select curriculum resources
- ☐ Hire highly-qualified elementary teacher
- ☐ Create class schedules



QUESTIONS
COMMENTS

CREDITS

Special thanks to all the people who made and released these awesome resources for free:

- ✘ Presentation template by [SlidesCarnival](#)
- ✘ Photographs by [Unsplash](#)