

# **KENTUCKY DEPARTMENT OF EDUCATION**

## **STAFF NOTE**

### **Action/Discussion Item:**

Timing of World Language Program Review Implementation

### **Applicable Statute or Regulation:**

KRS 158.6453, 703 KAR 5:230

### **Action Question:**

Should the Kentucky Board of Education approve the proposed plan for the timing of World Language Program Review implementation and waive the timeline specified in 703 KAR 5:230, Next Generation Instructional Programs and Support for piloting and accountability in elementary and middle schools?

### **History/Background:**

**Existing Policy.** At its February meeting, the Kentucky Board of Education (KBE) renewed its commitment to global competence and second language skills. The KBE reviewed Mapping the Nation, sponsored by the Asia Society and Longview Foundation. The Mapping the Nation website provides an interactive map that pulls together demographic, economic, and education indicators to determine how globally competent the state is. Kentucky's profile revealed that in Kentucky:

- A sixty-nine percent increase in foreign-born population has occurred;
- Thirteen percent of the state's Gross Domestic Product is tied to exports of goods;
- Twenty-one percent of jobs are tied to international trade;
- Seventeen percent of Kentucky's K-12 students study a second language while higher education second language enrollment increased seventy-three percent from 2002-2009; and
- The majority of Kentucky students do not take part in study abroad programs.

According to the NEA policy brief, *Global Competence Is a 21<sup>st</sup> Century Imperative*, informed by the work of the Council of Chief State School Officers, Asia Society, U.S Census Bureau, National Center for Education Statistics and others, *global competence* is the knowledge, skills, and dispositions to understand and act creatively and innovatively on issues of global significance. The basic elements of global competence are:

- International awareness;
- Appreciation of cultural diversity;
- Proficiency in world languages; and

- Competitive skills.

While many superintendents concur with the premise of students being globally competent and as part of that, learning a second language, most expressed concern about the district's capacity to implement a successful districtwide global competence/world language program in the 2014-15 school year. Of the 103 responses from a survey of superintendents, 17.5 percent were in favor of continuing with the World Language Program Review pilot this fall. A clear majority, 82.5 percent, was against moving forward with the World Language Program Review in 2014-15. The major objections were:

- Too many other initiatives to implement;
- Lack of funding and resources to support quality implementation;
- Lack of capacity (technology or teachers);
- Lack of time to build and implement a world language program (more time needed to implement current initiatives); and
- No models for the elementary level.

With these concerns in mind, as part of the April board meeting, KDE was charged with coming back to the board in June with a recommendation on the timing of World Language Program Review implementation.

### **Staff Recommendation(s) and Rationale (s)**

Staff recommends approval of the following plan and waiver of the original timeline for piloting and accountability in elementary and middle schools.

1. All high schools in all districts will pilot the World Language Program Review (WL PR) in 2014-15, entering information and evidence in ASSIST to set their baseline.
2. High schools will be held accountable for the WL PR in 2015-16.
3. All elementary and middle schools in all districts in 2014-2015, under the leadership of school-based decision making councils, will answer the questions in the World Language Program Review template in ASSIST but will not upload evidences which would provide a needs assessment and baseline data. This would provide each elementary and middle school the opportunity to become more familiar with the rubric itself, examine current practices, identify needs, and create a stronger programmatic improvement plan PRIOR to the required statewide pilot/baseline setting year. These schools will also answer two questions around what resources (time, training, human, fiscal) are necessary to implement the WL PR in 2015-2016. This will be key information that the KDE can use in planning supports for the successful implementation of this program review.
4. Elementary and middle schools would be given the *option* to use the current World Language Program Review rubric to upload evidences as a 2014-15 "informational pilot". They would be using that information to more fully inform program planning and improvements for 2015-16. All information entered could

be maintained for the statewide pilot year (2015-16), with the need to only update changes as new evidence is produced. 703 KAR 5:230 requires piloting in 2014-15 and the board would need to waive this requirement.

5. Elementary and middle schools would be held accountable for their WL PRs in 2016-17. 703 KAR 5:230 requires accountability to occur in 2015-16 and the board would need to waive this requirement.

Below is a detailed timeline for proposal for implementing the World Language Program Review statewide:

Timeline	Activities
June/July 2014	<p>Gather data from 2013-14 pilot schools.</p> <p>Convene pilot teachers as an advisory group. Address the following:</p> <ul style="list-style-type: none"> <li>• What works/what is the evidence?</li> <li>• What is not working/what is the evidence?</li> <li>• What is needed for success?</li> <li>• Recommend, with rationale, any changes to the rubric.</li> </ul> <p>Identify a small working group to develop an implementation toolkit.</p> <p>Conduct a broader survey of familiarity and readiness.</p> <p>Develop a comprehensive communication plan to provide information to all districts about learnings from the pilot year and timelines moving forward.</p>
July-August 2014	<p>Convene the work group for several days to develop an implementation toolkit.</p> <p>Test the toolkit in 2014-15. (<i>Revise the toolkit in June 2015; Release revised toolkit in July/August 2015.</i>)</p> <p>Develop and disseminate a schedule of Lync sessions (to occur between Dec. 2014 and April 2015) for supporting high schools as they implement the WL PR standards and indicators.</p>

2014-15 Academic Year	<p>EVERY high school implements the World Language Program Review including evidence building (<b>Baseline Data Year</b>).</p> <p>Field-test the toolkit in volunteer schools/districts.</p> <p>Conduct school visits to learn about WL PR implementation and identify needed supports/technical assistance as well as exemplars from those implementing it.</p>
September-December 2014	<p>Conduct World Language Program Review planning/orientation meetings in the eight cooperative regions to build regional support networks for the World Language Program Review. These meetings will focus on the tool itself and the questions in ASSIST.</p>
Jan.-March 2015	<p>Conduct Lync follow-up sessions on the World Language Program Review standards and indicators in each cooperative region to support all high schools that will report out on questions in ASSIST by June 1, 2015.</p>
June 2015	<p>High schools will have all WL PR information entered into ASSIST by June 1, 2015.</p> <p>Revise the toolkit.</p>
July-August 2015	<p>Release the revised toolkit.</p>
2015-16 Academic Year	<p>ALL elementary and middle schools will implement the World Language Program Review including evidence building (<b><u>Baseline Data Year</u></b>).</p> <p><i>Those who fully implemented it in 2014-15 would be able to roll over their data in ASSIST, only updating it as key evidences/practices demand.</i></p>

	<p>Develop a series of Lync sessions and webcasts for role groups (teachers, principals, district administrators). <i>Send a master list of dates, topics, and times by August/September 2015 to get these on calendars.</i></p> <p>Publish regular pieces in <i>Kentucky Teacher</i> and the ISN Newsletter to share strong practices.</p> <p>High school ratings for the WL PR will enter into accountability.</p>
2016-17 Academic Year	ALL schools/districts will implement the WL PR; all ratings will contribute to accountability.
On-going	Broker presentations at the Kentucky World Language Association conference (get dates, recruit presenters) to share tools.

The World Language Program Review is intended to focus on proficiencies beyond second language competency. However, many schools have begun to address global/cultural competencies through their World Language programs. The proposed timeline begins with high school implementation, as feedback from the field suggests that high schools are best prepared for implementation of the World Language Program Review due to typical college entry requirements. Though research suggests that the strongest, most efficient development of language competencies begin early, Kentucky's elementary and middle schools typically have not emphasized such programs. This gradual implementation plan allows time for capacity to be built and some additional models/resources shared that can support stronger programs at the elementary and middle levels.

This plan honors the districts' identified concerns while also providing a tiered implementation schedule that should enable districts time for professional learning and planning. Development and use of key resources that can benefit all programs prior to full scale/districtwide accountability should also strengthen implementation.

### **Impact on Getting to Proficiency:**

Important work is going on in Kentucky focused on supporting global competence and second language skills to support the implementation of a World Language Program Review. The ultimate goal is:

*In order to insure Kentucky students enter college with required competencies and can interact in a global society, programs in Kentucky schools will provide opportunities for all students to demonstrate second language and inter-cultural proficiencies through varied in- and out-of-school opportunities.*

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A handwritten signature in black ink, appearing to read "Ray Holliday". The signature is fluid and cursive, with the first name "Ray" being more prominent than the last name "Holliday".

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**Commissioner of Education**

**Date:**

June 2014