

Haḁari  
**Hello**  
Guten Tag  
Nyob zoo  
Ní hao ma  
**Salam**  
Buenos días  
Kia ora  
Osivo  
KONNICHIWA  
**Bonjour**  
CERVIST

**Thank you**  
Danke  
Xie xie  
Khawp khun  
Yum botie  
**Mahalo**  
Salamat  
Jospa  
**Obrigada**  
Spacibo  
Arigato

TAA SHOODI  
**Please**  
'Olu 'olu  
F jàwá  
Pucakannida  
**Bitte**  
OS ENGLISCH IN DER  
Alstublief  
Qing  
**MOLIM**  
Ong làm ơn

**Yes**  
Haan  
KEN  
Hûû  
EVET  
JA  
**Ja**  
Naiya  
Oui  
Jochka  
Hai Ae

# District 97

## Enhanced Elementary Language Learning

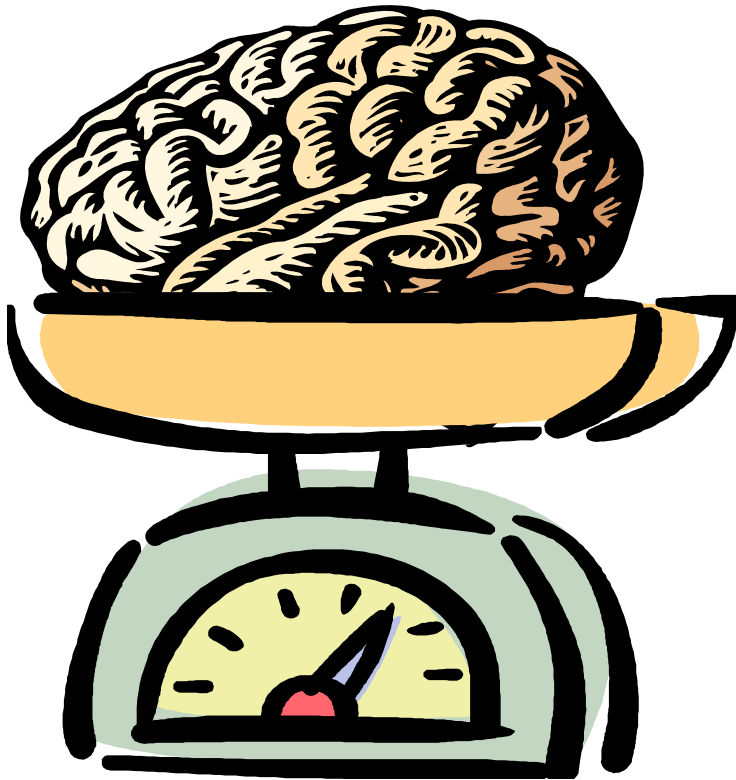
2011-2012



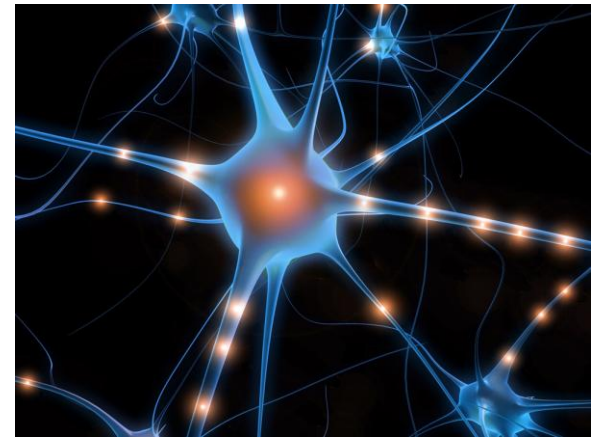
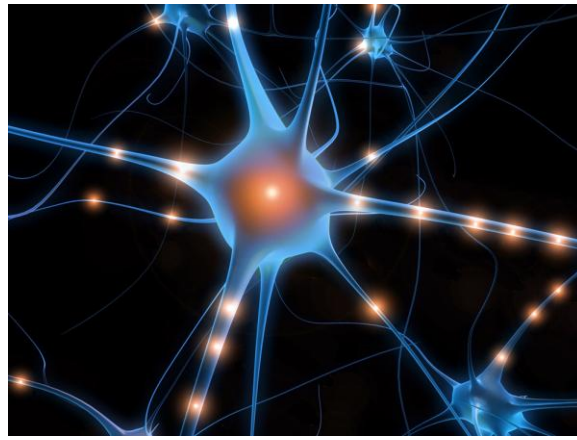
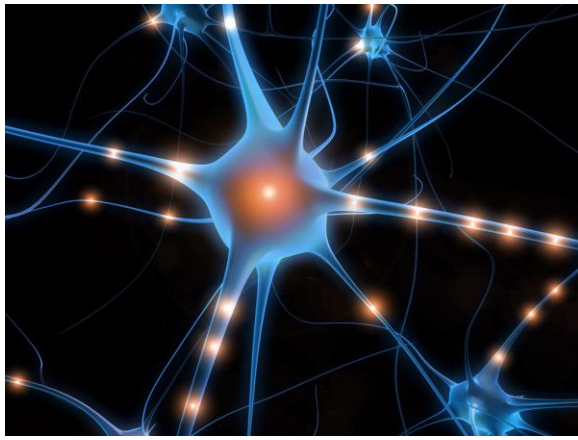


# Physical / Physiological

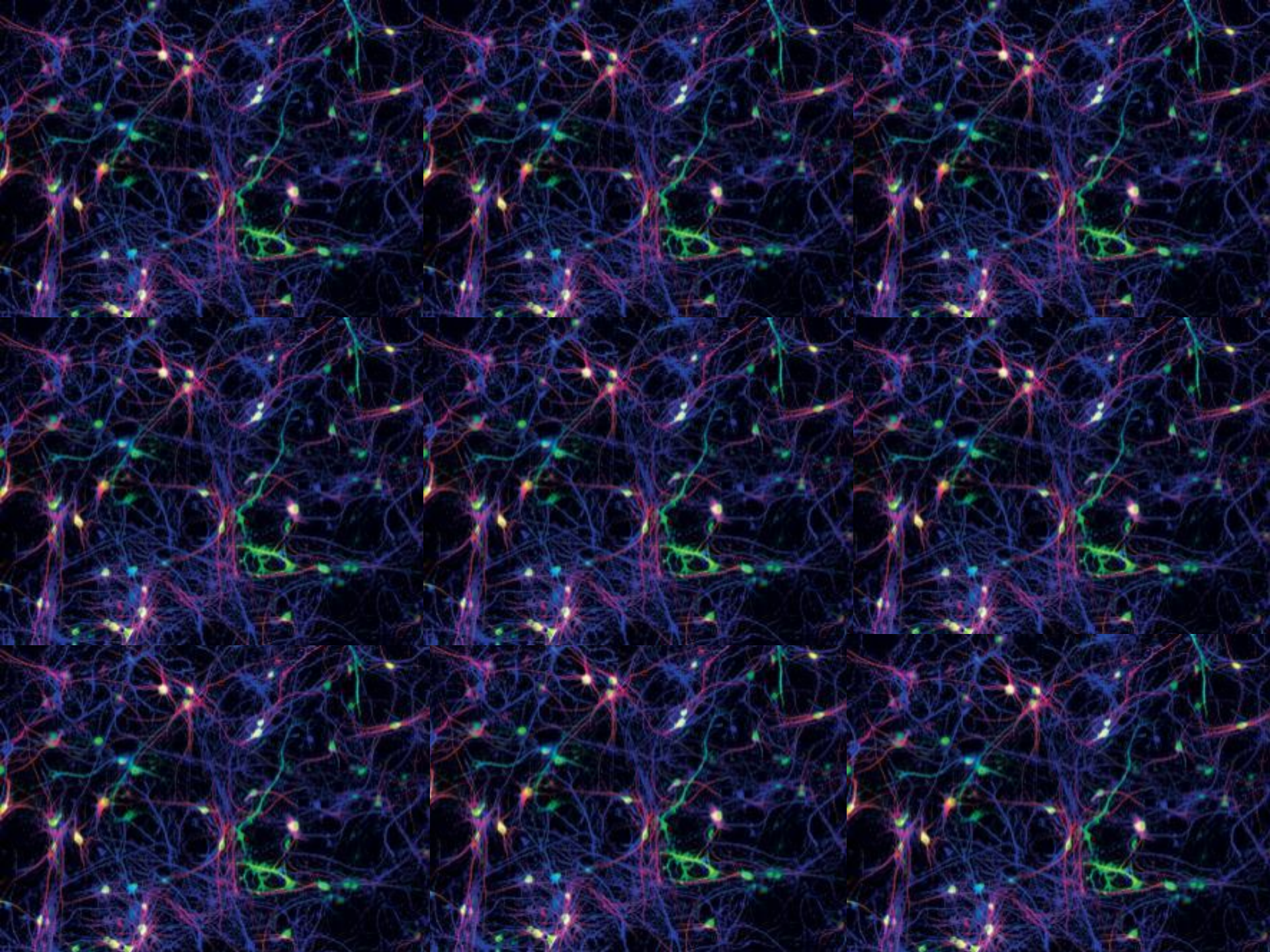




Learning a second language  
increases brain mass!



Learning a second language  
increases the *number* and  
*speed* of brain synapses!



A human brain is shown from a top-down perspective, glowing with vibrant blue and yellow energy. The brain's surface is textured with gyri and sulci, and the overall appearance is that of a powerful, active neural network. The background is dark, making the glowing brain stand out prominently.

**BIGGER!**

**FASTER!**

**STRONGER!**

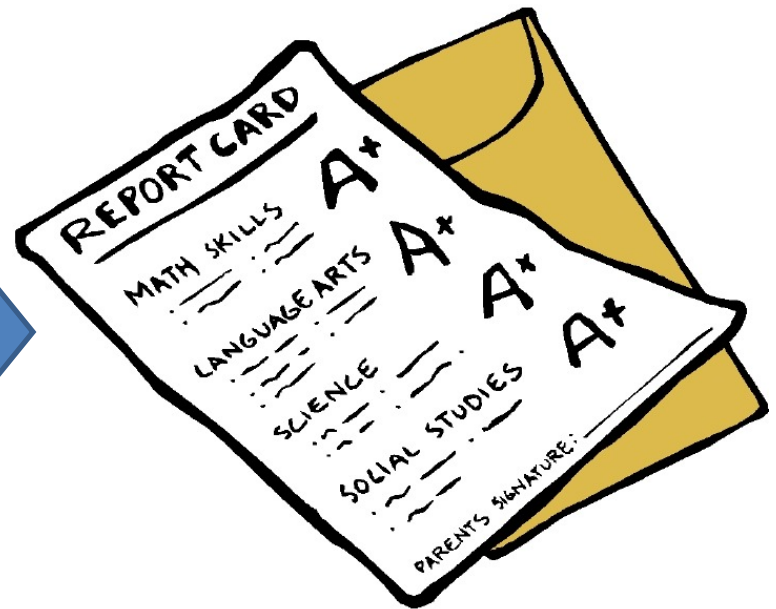
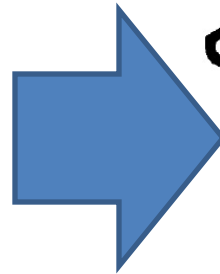


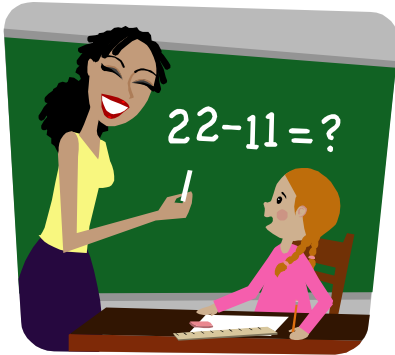


Intellectual / Academic



Studies show correlation between **second language acquisition** and **higher achievement**, including on standardized tests such as ACT and SAT.





**matemáticas**



**lenguaje**

Reinforcement of skills in native language  
and across academic disciplines.



**estudios sociales**

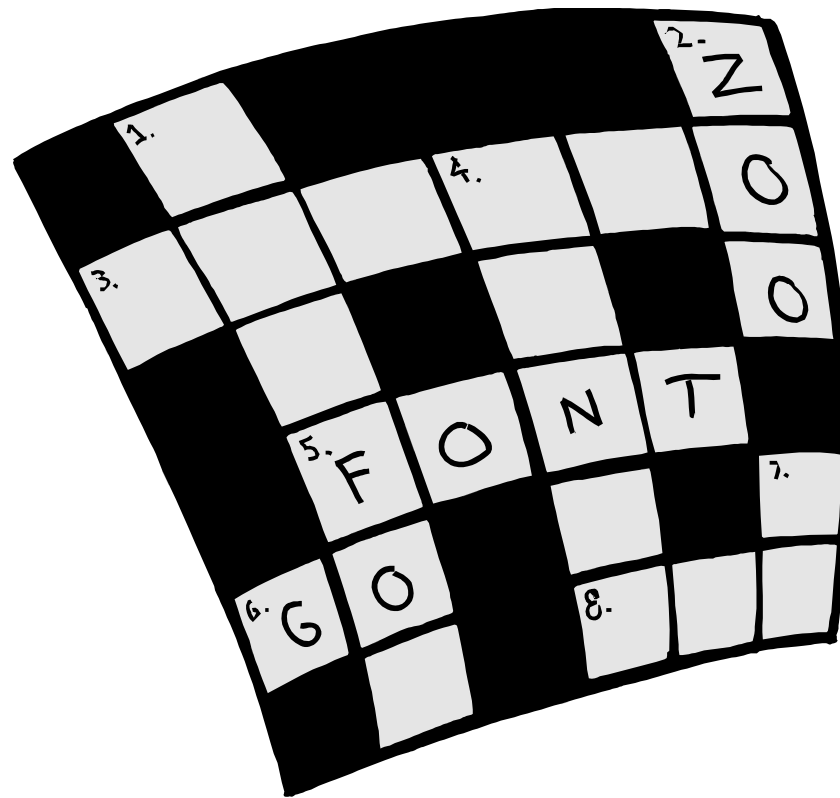


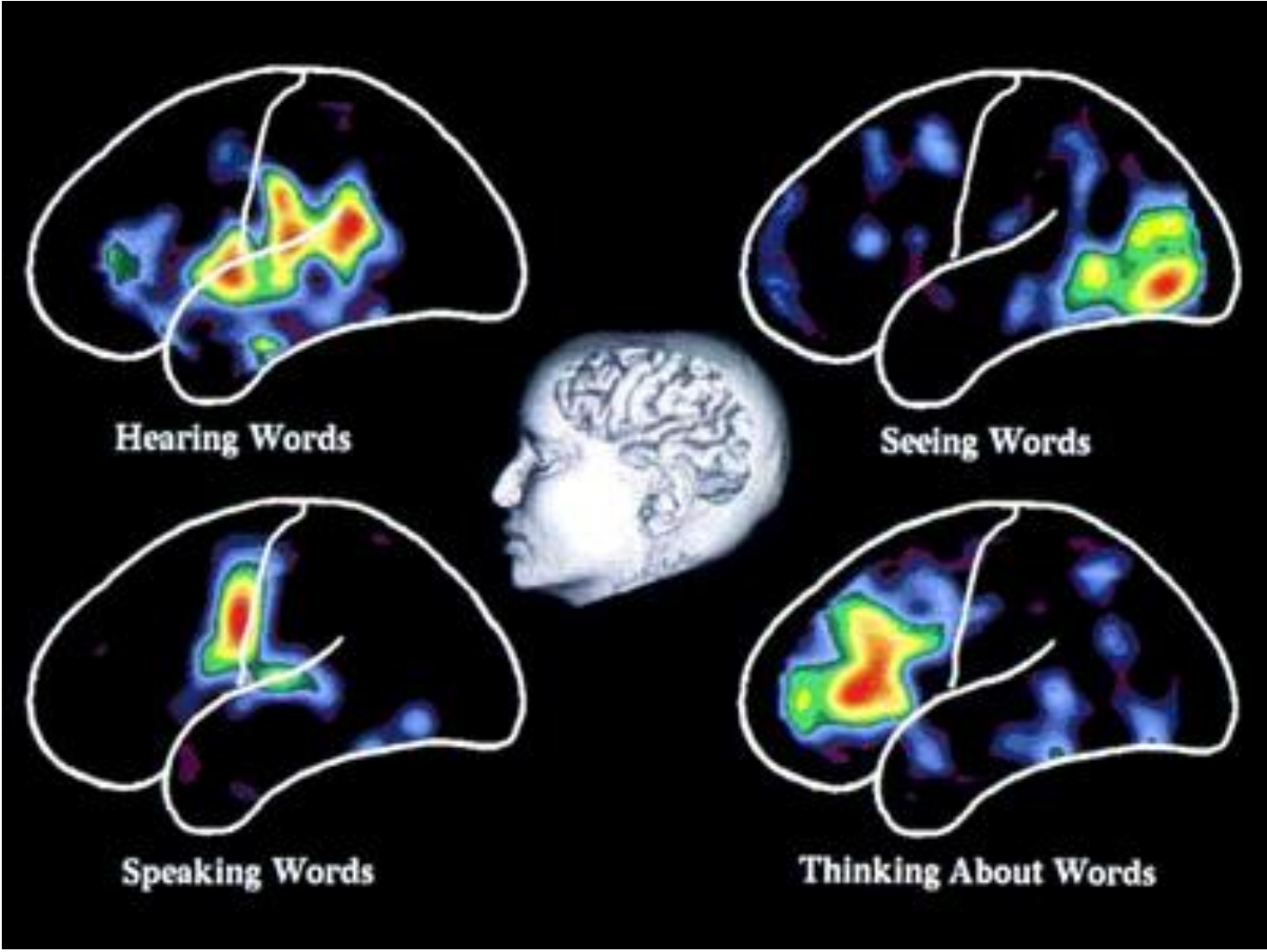
**ciencias**

Second language acquisition strengthens cognition and critical thinking skills.



# Linguistic





Hearing Words

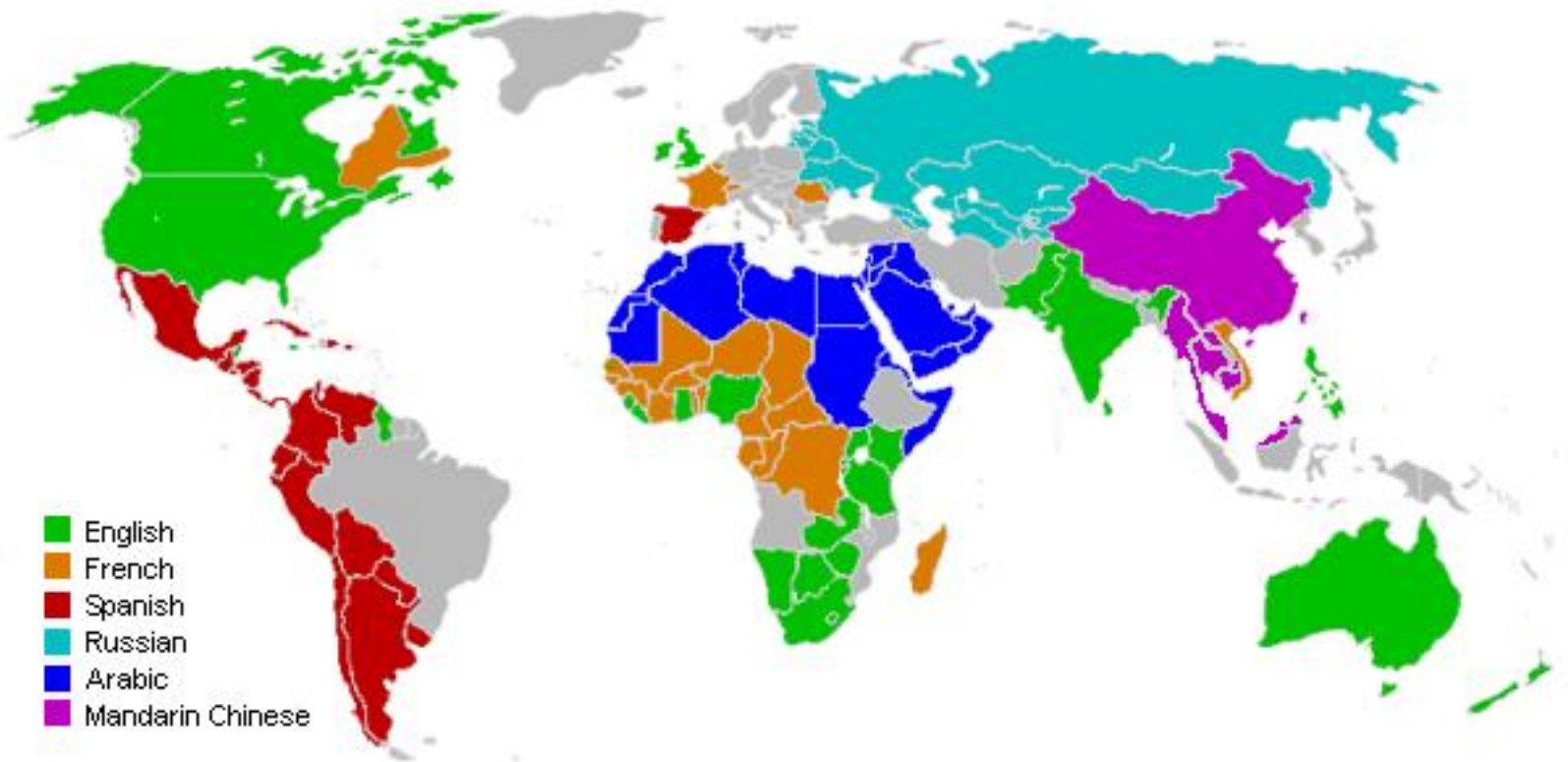
Seeing Words

Speaking Words

Thinking About Words







# Global Competence





# Relationships



# ENGAGING THE WORLD

U.S. Global Competence for the 21st Century



Unique career opportunities!

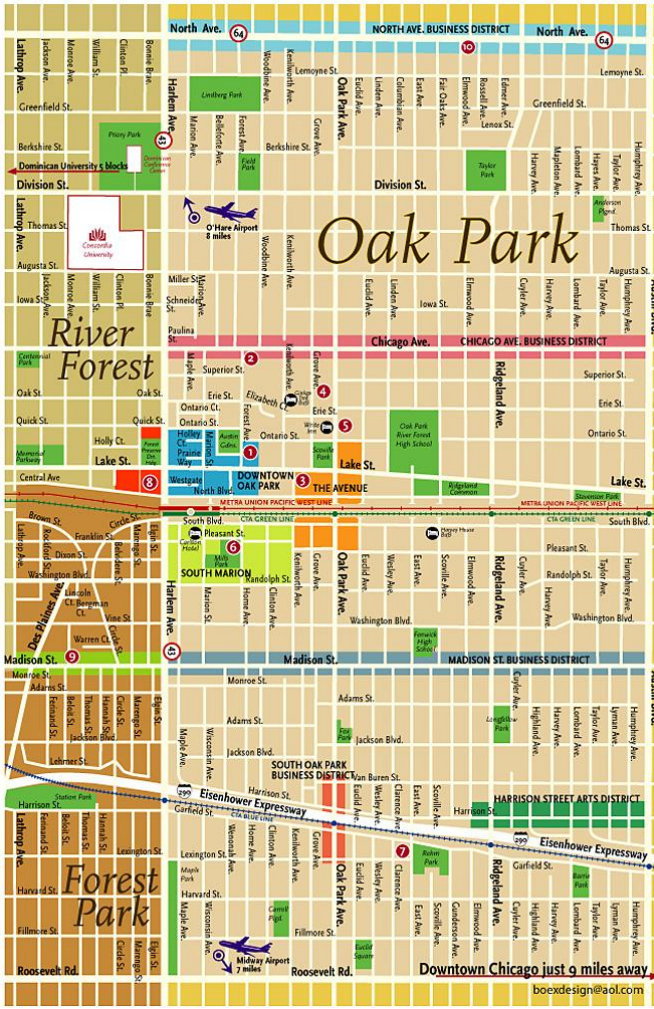
Invaluable skill!

Bilingual workers wanted!



**Question:** What did President Obama recently admit embarrasses him?

**Answer:** Not speaking a second language!



Where are we now?

How did we get here?

## 1996 - 2001 Building Years

4 times a week ... 30-40 minutes per day

1996: 2 schools ... 3 grade levels K-2

2001: 5 schools ... building by grade levels



# 2001-2005 Losing Ground

2001: Program adopted all 8 schools district wide, BUT ...

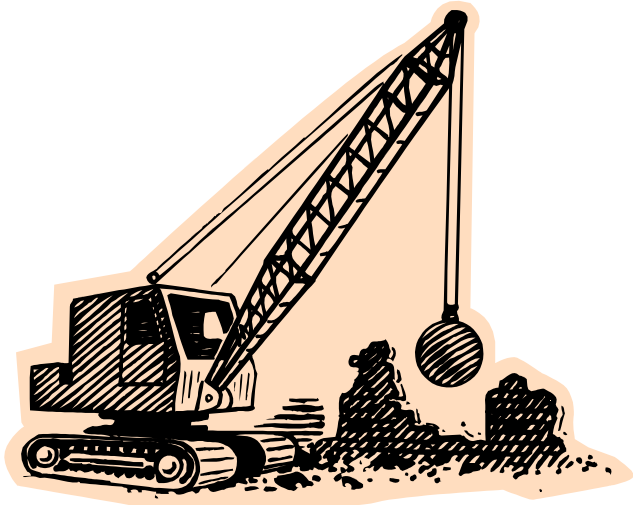
Language learning time cut to 3 days and 30 minutes per day

2004: Budget cuts eliminate instruction in Kindergarten & 6th grade

2005: Budget proposal to eliminate Grades 1-2, but instead ...

Reduce learning time to 2 days and 30 minutes per day

**Program now at half of original size. Not even close to best practices.**





# Rebuilding & Remodeling

Our program must look very different in September. We have heard that loud and clear, from proponents and opponents, in the referendum discussions.

*Dr. Albert Roberts*

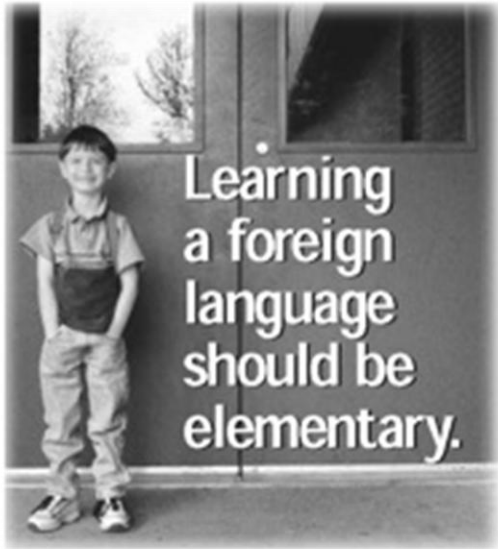


# Our Charge

- Creative model
- Provide students daily language learning
- Include technology
- Provide growth opportunities for students and teachers alike
- Incorporate appropriate assessment and accountability
- Offer multiple languages as possible
- Keep staffing costs as close to present levels as possible

# Goals

- Give students a very strong foundation in a second language
- Students leave 5th grade ready for advanced studies at middle school
- Students are bilingual by the end of their experience in District 97



# Mileposts

## November 2010

- Initial meeting with Dr. Roberts.
- 20 page paper – research findings, possible instructional models and other considerations.
- Dr. Robert's initial report to Board

## November 2010 - March 2011

- Work put on hold while waiting for referendum vote

## Christmas break 2010 to early January 2011

- Apply for ISBE Foreign Language planning grant

## Winter 2011

- First meeting with Rosetta Stone

# Mileposts

## March 2011

- Dr. Roberts and Dawn meet re staffing reductions.
- Dawn and curriculum coordinator (Lisa Schwartz) visit 3 CPS language programs.

## April 2011

- Referendum passes!
- Administrators work on staffing for 2011-2012.
- Dr. Roberts and HR Director meet with Dawn re next year.
- Elementary World Language (FLES) team develops tentative plan to enhance language instruction for 2011-2012.
- Second meeting with Rosetta Stone.
- Conference call between D97 & Rosetta Stone IT staff.
- D97 Awarded ISBE language planning grant for over \$39,000

# Mileposts

May 2011

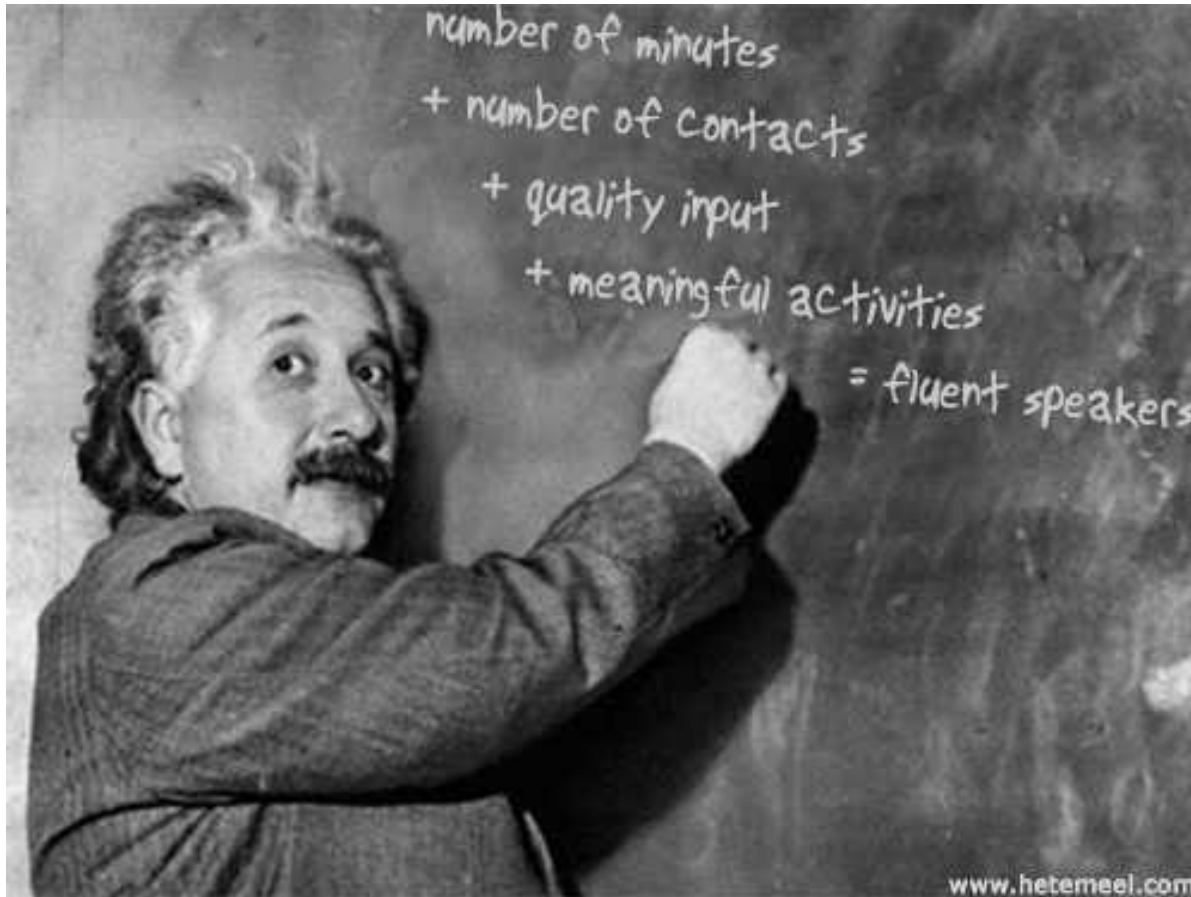
- Dawn and Dr. Roberts present to Education Council and other groups for input and discussion
- Revision of tentative plan and presentation to Board
- Planning grant work begins

Spring / Summer 2011

- Curriculum and Implementation work.
- Continued information gathering on program models, best practices, assessment tools, technology options.



# How do we “build” fluent speakers?



# Daily contact is critical.



**JEUDI** الخميس 26 رمضان  
RAMADAN 26 رَمَضَانَ  
ليلة القدر 1419

**14**  
مايضة  
JANVIER  
كانون الثاني 1999

عشاء	مغرب	فجر	ظهور	شروق	بروز
6.56	5.27	3.06	12.35	7.32	6.00

24  
يناير 1  
الاثنين 23  
وقفة

دخول الليالي السود وأمر السنة الجميلة







Restore direct instructional time  
with FLES teacher to 3 times a week  
for 30 minutes.

# “Off Days”

- WL FLES staff provide language based lessons that students can do with non-FLES teacher.
- Reinforce other areas of the curriculum, such as math, science, and social studies.
- 20-25 minutes each session.



# Possible “Off Days” Scenarios

- Technology – based lessons created by language teachers.
- Math reinforcement through Everyday Math games, etc.
- Continuation of projects begun during instruction with language teacher.
- Student review and self assessments.



# Key to Success ... Collaboration



¡SÍ SE PUEDE!



Questions?

Comments?

Suggestions?